

**EFFECTS OF STRENGTHSQUEST ON COMMUNITY CONGREGATIONS AT
BANDINA CHRISTIAN YOUTH CAMP IN TEXAS**

A Record of Study

by

CLAY R. BASSHAM

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

August 2009

Major Subject: Agricultural Education

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Approved by:

Co-Chairs of Committee,	Joe D. Townsend
	Gary E. Briers
Committee Members,	Alvin Larke, Jr.
	Michael McCormick
	Ben Welch
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ABSTRACT

Effects of StrengthsQuest on Community Congregations at Bandina Christian Youth
Camp in Texas. (August 2009)

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A quantitative research study was conducted with teenagers attending Bandina Christian Youth Camp for one week in the summer of 2008. Students were divided into two groups; a control group and an intervention group. All participants were given a Self-Reflective Survey immediately prior to and following the week of summer camp. In addition to the pre- and post- Self-Reflective Surveys, the intervention group was required to complete Gallup's StrengthsQuest assessment (to determine his/her five greatest strengths) and e-mail those findings to this researcher before the first camp session.

Once at camp, the intervention group participated in a five day Faith Based Strengths Training class one hour a day. The intervention group recognized and identified all 34 strengths, learned the uniqueness of his/her top five strengths, identified and related to famous individuals and their strengths and explored optimal career fields that best correlated to the participants' top five strengths.

Strengths Training proved to be an effective tool in changing the intervention

group's self confidence, sense of direction and his or her personal desire to learn more about Strengths collectively with a .03 p at an alpha level of .05. Youth based national organizations such as Boys & Girls Club, Boys Scouts, Girl Scouts, 4-H, Fellowship of Christian Athletes (FCA) and others could greatly enhance their programs by incorporating Strengths Training into their curriculum, as Strengths Training builds on the development of core values, positive self image and character development that all of these national organizations strive to provide the youth of today.

The summer camp experience offers a distinct opportunity for learning and exploration. This unique educational atmosphere sets up a positive cognitive environment where youth are typically more receptive to learning new concepts and ideas. The intervention group outcomes for this quantitative research study resulted in a positive outcome with only five hours of training. This infers a positive impact to not only the Y generation, but future generations to come and raises the need for more research in how these youth based national organizations can not only implement Strengths Training into their existing programs but network Strengths Training.

DEDICATION

First and foremost this part of my life could not have been successful without the grace of God through Jesus Christ. The Holy Spirit was with me every step; through each class and every project. His presence in my life provided me with the strength and determination to complete this monumental task.

Secondly, I would like to acknowledge my wife, Geana. You have provided invaluable support throughout this 25 year journey of fulfilling this dream. Your encouragement and witty humor helped sustain me through the often stifling academic quagmire. Thank you for lovingly standing by me and my resolve to complete this daunting undertaking. You are a loving wife and mother to our sons, and I am blessed to have had you by my side for 28 years of marriage. Thank you Geana, for believing in me.

Also, I would like to formally thank my parents for encouraging me and supporting me to pursue higher education after high school. I would not have gotten this far without their persistent love and financial support. Dad, you inspired me to go further with my education, and I very much appreciate you and Mom and all you have done for me in my life. Thank you. I hope I inspire Clayton and Ethan to achieve their academic goals as you have done for me.

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I would like to thank Dr. Gary Briers for his support, comments, and suggestions. Your key insight and understanding of statistics was essential to the completion of this Record of Study. Dr. Briers, you are a mentor, teacher and friend. You graciously donated your time, experience, wisdom, and encouragement. Thank you Gary, for being there for me; I intend to lead by your example.

Also, I would like to thank Dr. Joe Townsend for influencing me to pursue a doctorate degree. Dr. Joe, your positive input and feedback for each class and paper encouraged me beyond what you may realize. You were a key factor in me entering the ALEC graduate program. Thank you Dr. Joe.

In addition I would like to thank Dr. Alvin Larke for his spiritual words of encouragement. Your hugs were always appreciated and provided me a sense of assurance. Thank you for being an exemplary Godly man and for your spiritual insight. I am also very appreciative of other faculty who provided me assistance, insight, understanding and feedback including: Dr. Mike McCormick, Dr. Edward Romero, Dr. Timothy Murphy, Dr. Kim Dooley, Dr. Ben Welch, Dr. Glenn Shinn and Dr. Christianson.

Lastly, I would like to thank Gerald Elliot for allowing me the opportunity to do this research study at Camp Bandina. In addition, I appreciate the assistance from all the youth ministers including David Gallo, Keith Johnson, Jason Butler, Chris Field and others who made this Record of Study possible.

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CHAPTER I

INTRODUCTION: BACKGROUND FOR STUDY

High school students are faced with many challenges today. Pressure to succeed, pressure to perform, and pressure to fit in are ever at the forefront of their daily thoughts and responsibilities. Likewise, educators from all aspects of a teenager's culture have the solemn responsibility to cultivate this Y generation's academic capability while nurturing their confidence level, sense of purpose and personal drive. This is quite a task. How can a community mentor possibly reach a teenager on so many levels, much less relate to them regarding their challenges and stressors? One such opportunity is available through the summer camp experience.

In a review of camp literature, Henderson, Whitaker, Biakeschki, Scanlin, and Thurber (2007a) identified several positive outcomes of summer camp experiences including (a) increased self-esteem and independence; (b) improved social skills in the areas of leadership development, friendship skills, social comfort, and peer relationships; (c) enhanced physical and cognitive skills development in the areas of adventure/exploration and environmental awareness; (d) gains in positive spiritual and faith based values; (e) increased development of morals and ethics; (f) improved problem solving within the realm of decency; and (g) enhanced acceptance of spiritual guidance, i.e., seeking guidance from something bigger than "yourself." The parents interviewed in this study reportedly saw notable positive changes in their children after the children

returned home from summer camp (Henderson, Whitaker, Biakeschki, Scanlin, & Thurber, 2007a).

In a world of I-Pods, text messaging, and Face Book, the need to impact a teenager on a person-to-person, multidimensional level is an almost insurmountable challenge. The Gallup Organization, however, has conducted several studies utilizing material that focuses on defining and developing one's strengths/themes. Researchers have found that this quest to discover one's personal strengths and talents stirs up an interest in adults and teenagers alike. Buckingham and Clifton (2001) developed the StrengthsFinder tool. This assessment identifies 34 strengths/talents (See Appendix A) found in all people. Once one takes this on-line measurement, he/she is provided a report of his/her top five strengths/talents as well as a working definition of each. A StrengthsFinder's instructor then can assist the participants in understanding the meaning of their top five talents and how best to put these strengths to work for them (Buckingham, 2007).

Austin (2005) conducted a StrengthsFinder's class in a California high school. The ninth grade participants statistically increased in academic efficacy, expectancy, positive academic behavior, and extrinsic motivation. Additionally, the study revealed an increase in school attendance during the StrengthsFinder's class, suggesting that the students actually wanted to be in school to learn more about their strengths and how best to utilize them. The increase in attendance equated to a recovery of \$107, 536 per year based on formula funding for the school district (Austin).

The concept of identifying one's top five talents has been found invaluable not only to teenagers, but to educators, mentors, managers, entrepreneurs and leaders of faith

based communities (Hodges & Clifton, 2004; Wiseman, Clifton Liesveld, 2004). Gallup also developed StrengthsQuest as a positive psychology evaluation tool to help teenagers identify their strengths. One of StrengthsQuest's goals is to offer these teenagers a better understanding of who they are and why they respond the way they do to challenges, opportunities and conflict.

PURPOSE OF THIS STUDY

The purpose of this study was to assess the effects of summer church camp and the Strengths Training class (StrengthsQuest) following one week of church camp with teenagers ranging from 14 to 18 years of age. Teenagers involved in this research study were placed into two groups; a control group consisting of teenagers who participated in Camp Bandina Session 8 and an intervention group who participated in Camp Bandina Session 8 as well as the Strengths Training class. Each member of the Strengths Training intervention group participated in a variety of activities designed to give them a working knowledge of all 34 strengths and their meanings. The focus of this study was to ensure all teenage intervention group participants:

- (1) Understood their top five strengths as defined by Gallup's StrengthsQuest.
- (2) Perceived their uniqueness regarding the individualistic combinations of their top five strengths.
- (3) Recognized and identified each of the 34 strengths while participating in team activities such as Strengths Jeopardy, Strengths Family Feud, and Strengths Volleyball.
- (4) Identified famous people by one or more of their top five strengths and discussed how those talents served them in achieving their lifetime goals. For example, one

of George Patton's top five strengths was "Strategic." Those having this strength, as defined by Gallup, "create alternative ways to proceed. Faced with any given scenario, these people quickly can spot the relevant patterns and issues (Buckingham & Clifton, 2001, p. 115)."

- (5) Explored career fields which would best match the participant's top two to five strengths. For example, motivational speakers are likely to have "Woo" (Winning Others Over) as one of their top five talents. Those possessing this strength as one of their top five "love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person (Buckingham & Clifton, 2001, p. 116)."
- (6) Completed the pre- and post- Self-Reflection Survey (to determine if any significant changes occurred in the control group responses or the intervention group responses due to the church camp experience and/or Strengths Training class intervention).

Camp Bandina's Summer Church Camp Session 8 was comprised of over 14 community congregations from towns and cities across the state of Texas. Participants included those from Abilene, Brenham, Brownsville, Bryan, Clear Lake, College Station, Crockett, Deer Park, Hempstead, Jersey Village, Magnolia, Medina, Waller and Winnsboro. Campers for Session 8 ranged in age from 9 years old to 19 years old and represented diversified socio-economic backgrounds. These participants included those who reside in children's homes, those who come from single parent homes, two parent homes, multi-generational homes, those who come from welfare homes, and those who come from middle and upper class homes.

ABOUT CAMP BANDINA

Bandina Christian Youth Camp (Camp Bandina) is situated on wooded acreage and located on Texas Highway 16 between Bandera and Medina, Texas, on the Medina River. The camp is approximately seven miles north of Bandera and three miles south of Three-Mile Bridge. The kitchen and dining hall is an 8,500 square foot facility equipped with state-of-the-art kitchen equipment and appliances. Camp Bandina also maintains a “nursing station” with qualified, licensed nursing staff. According to State of Texas regulations, an agreement is kept with a local doctor and hospital for medical needs as they arise. The camp provides emergency medical insurance for all campers and staff. Campers are housed by gender and age groups. The cabins are air conditioned, equipped with running water and bathrooms and attended by at least two adult counselors.

Camp Bandina is a not-for-profit organization operated by a board of directors from around the state of Texas. No board member receives any financial gain from working with Camp Bandina. The Board members select the director of each of the nine summer camp sessions. Most members of the Board also act as a director for one of the summer sessions offered.

Youth summer church camp sessions are one week long, beginning on Sunday afternoon at 3:00 and concluding on the following Saturday around 12:00 noon. Multiethnic Christian men and women make up the staff of every session. The campers, however, always reflect a diversified religious/non-religious background that well represents the state of Texas. For one week each summer, a camp session is open to young people regardless of religious preference, race or the ability to pay. Scholarships

made available through local church fund-raising benefits are given to those campers unable to afford the \$175 fee.

Each Camp Bandina director works with members of a regional planning committee made up of community mentors, camp counselors, church leaders/members and parents from the surrounding Texas counties participating in their designated camp session. The July 20-26 church camp session 8 is the largest summer Church of Christ camp session in the nation with over 300 campers and over 60 staff participating.

Each year, the organizing and planning camp session committee selects a “theme” around which camp activities for that session are developed. Daily campers participate in two Bible classes, two periods of worship and singing, sports, crafts, swimming, social gatherings/entertainment and one elective class or “special class.”

All activities are divided into three major age groups: elementary school, middle school, and high school. The high school group is given the opportunity to provide leadership to the younger campers periodically throughout each day. This increases an older camper’s experience in developing mentoring and coaching skills while instilling a sense of cooperation and camaraderie among their teenage peers and the adult staff.

There are additional opportunities for growth in self discovery and self reflection while at Camp Bandina; the choice of an elective class called a “special class.” The participants of a special class are there because they have an interest in the subject being taught and have chosen it as their elective class. Special classes offered at Camp Bandina Session 8 over the years have included subjects such as scrap booking, sign language, etiquette, chorus, drama, in-depth Biblical studies (such as The Book of James), and

crafts. In 2008, the Strengths Training class was offered as an elective class along with many others.

SIGNIFICANCE OF THE STUDY

The results of this investigation revealed campers wanted to learn more about their strengths not only in a summer camp setting, but in a week-end retreat setting. The teenage participants were receptive open to taking the Strengths Training class at camp and demonstrated a keen desire to know more about how they could utilize their top five strengths in school settings, in personal relations and in determining future careers. Several participants in the research study spontaneously encouraged other campers who did not take the Strengths Training class to talk with the researcher and co-presenter about offering a weekend version of the Strengths Training class at their local community congregations. Many teenage class participants shared the insight they gained from the Strengths Training class and how it would help them develop a more focused direction regarding what major to select while attending college. This electric interest and excitability substantiated the experience as a positive one and opened a door for additional learning to occur for not only other summer camp sessions, but weekend seminars.

OPERATIONAL DEFINITIONS

Knowledge - Based on things learned academically and what one gains by experience, as defined by Gallup Management Journal's Clifton StrengthsFinder Center, 2008.

Skill - Steps taken in order to complete an activity, as defined by Gallup Management Journal's Clifton StrengthsFinder Center, 2008.

Strengths - Dominant talents/themes combined with a person's skills and knowledge to accomplish a task or process, as defined by Gallup Management Journal's Clifton StrengthsFinder Center, 2008.

Strengths Self-Efficacy - The level of one's confidence in her/his ability to practice and apply her/his strengths, as defined by Gallup Management Journal's Clifton StrengthsFinder Center, 2008.

StrengthsFinder and StrengthsQuest - Essentially the same measuring instrument; however, StrengthsQuest was designed specifically for ages 14 to 18 years of age to measure a teenager's five greatest strengths out of 34 possibilities, as defined by Gallup Management Journal's Clifton StrengthsFinder Center, 2008.

Talent - A naturally recurring pattern of thinking or behavior which is combined with learned skills, as defined by Gallup Management Journal's Clifton StrengthsFinder Center, 2008.

Generation Y - Includes all those born after 1981, the offspring of the Baby Boomers. They are considered multi-taskers with a sense of entitlement and have been the most marketed to generation according to the media.

CHAPTER II

REVIEW OF LITERATURE

One of the first summer camps was thought to have taken place in August 1861. Youth at that time, in an urban or city environment, did not have the same experiences as the youth living in farm or rural communities. The Civil War began, and parents wanted their children to get out of the dirty, war ravaged cities and experience the exploration and freedom associated with frontier life (Cohen, 2007). This time in America's history was the beginnings of the industrial age. Families left their farms and ranches to work in the cities, but they had not forgotten the appeal of the countryside and the adventures awaiting their children through a nature oriented experience.

In 1908, Robert S. Baden-Powell published the first camp-themed Scouting book in order to develop leadership and character in young boys. The premise was to enhance young boys' knowledge and skill for surviving independently in nature in a mentored, controlled camp setting (Lenckus, 2006). These youths were quite receptive to this unique opportunity and to the exposure of the hands-on learning style that camp provided. This ignited a broad interest, and the idea of summer camps exploded on the national scene. The High/Scope Institute began to accentuate summer camp programs in the early 1960s. These camps focused on emotional, social and intellectual growth (Ilfeld, & High/Scope Educational Research Foundation, 1996) and the summer camp experience for youth continued not only to grow, but to branch out.

Today over 6.1 million boys and girls from all ethnicities, income levels, and sociological backgrounds will spend one or more weeks at a summer camp. For most

youth, this is an opportunity to be away from home and allow the “apron strings to loosen.” More importantly, summer camp exposes youth to a diversified human connectedness and a level of independence many children had never before experienced. Christopher Thurber, Ph.D., psychologist and camp expert states, “Research is clear: a week or more at camp accelerates children’s development. Kids love who they become at camp” (Neuharth, 2008, p.9a). Another author writes, “camp can be a place to build one’s self esteem” (Brooks, 2004, p.1).

The summer camp experience has evolved into an enigma of cultural experiences unique to its participants. Camp has become a support mechanism where youth not only form friendships and relationships, but develop positive self-esteems and leadership skills they can take back to their schools, churches and communities. Summer camps have specialized in building positive experiences for young people and consequently the youth are drawn to summer camps by the millions. And where massive interest exists, big teaching and mentoring opportunities exist.

Prospects for participants interested in summer camps now are available in both rural and urban areas partially due to the influence of national youth organizations like YMCA, Boy Scouts, YWCA, Girl Scouts, Girls Incorporated, 4-H, Big Brother/Big Sister, Fellowship of Christian Athletes, and church affiliated summer camps. Offering an extension of their fundamental teachings through summer camp experiences is a natural progression for organizations like these.

National organizations such as the FFA, Boys & Girls Club as well as those mentioned previously are youth-focused and seek to train young men and women in becoming good citizens, strong family members and ethical workers in either

paraprofessional or professional settings. These organizations' mission statements expound a common, resounding theme and goal:

Boy Scouts

“To prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law” (Boy Scouts of America, 2008).

Scout Oath	Scout Law	
	A Scout is:	
On my honor, I will do my best	Trustworthy	Obedient
To do my duty to God and my country	Loyal	Cheerful
and to obey the Scout Law;	Helpful	Thrifty
To help other people at all times;	Friendly	Brave
To keep myself physically strong,	Courteous	Clean
mentally awake, and morally straight.	Kind	Reverent

Central Texas Boys & Girls Club

“To inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible and caring citizens” (Boys & Girls Clubs of South Central Texas, 2008).

Christian Summer Camp

To enrich the spiritual, emotional, physical and social life of each camper in a safe and happy environment. We strive to help campers come to know Christ as Savior and to experience day to day Christian living emphasizing character, commitment, caring, respect, friendship and generosity. Each camper should come away with tangible evidence of having succeeded in one or more activities, as well as intangible feelings of independence, self-worth and self-confidence (Camp Bandina, 2008).

4-H

“Prepare youth to meet the challenges of childhood, adolescence and adulthood, through a coordinated, long-term, progressive series of educational experiences that enhance life skills and develop social, emotional, physical and cognitive competencies” USDA. (2007).

The FFA Organization

“FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education” (FFA Organization, 2007).

Girl Scouts

“Girl scouting builds girls of courage, confidence and character, who make the world a better place” (Girl Scouts of America, 2005).

YMCA

“To put Christian principles into practice through programs that build healthy spirit, mind, and body for all” (Young Men's Christian Association, 2003).

The common thread through all of these mission statements is to help youth become model citizens and leaders while preparing them to address the issues that will face this nation and the world. The summer camp experience helps solidify the development of the core values, work ethic and leadership qualities these organizations and those like them want to instill in the youth (Nicholson, Houchin, & Stegall, 2004).

Because summer camps augment in many ways the mission statements of national youth organizations, summer camps have grown in number, type and size.

Many issues and challenges have surfaced since the popular onset of summer camps one of which is safety. In fact, the number of fatalities and injuries was notably on the rise around the 1970s. Therefore, national legislation was instituted through the Children and Youth Safety Act of 1978 in order to make the summer camp environment safer. This legislation provided the necessary framework for state health and safety standards and enforcement.

In addition, sexual crimes against minors have increased as sex offenders and child molesters have made their way into day cares, schools, community events, summer camps, and the like over the years. The United States Congress passed laws requiring all states to scrutinize child offenders: the Jacob Wetterling Registration Act (1994), the Sexual Offender Tracking and Identification Act (1996) and Identification Act and Megan's Law (1996).

The federal version of Megan's Law was enacted in May 1996. Megan's Law mandates each state to develop a procedure for notifying citizens of sex offenders residing in or near their neighborhoods. States vary on how they report the information, but the National Alert Registry has combined all of the states' information into one easy-to-use database. On March 5, 2003, the Supreme Court ruled information about registered sex offenders could be posted on the Internet (National Alert Registry, 2003).

Laws protecting children have been designed to monitor convicted sex offenders and track their whereabouts and activities regarding populated children's organizations such as schools, sports, community associations, etc. These criminals are required to

notify police of any change in job or residential living status. They also are not allowed access to children through extracurricular activities such as summer camp. These laws were enacted to provide a safer environment for children (Wetterling, 1994) and helped establish criminal screenings for any staff directly or remotely associated with organized children events. As a result of national and state legislation, today's campers and parents are more confident in knowing everything is being done to provide a safe camp environment in which the campers can learn, have fun and explore their dreams (American Camp Association, 2008).

CAMP OUTCOMES

Camp coordinators have made a concerted effort to determine what affirming skills are learned and retained by the summer camp youth participants. The American Camp Association (ACA), from 2001 to 2004, performed a research study with 80 camps and 5000 families. The premise of this study was to determine what positive outcomes youth obtained from the summer camp experience. The results of this study yielded a plethora of positive feedback. The staff, parents and youths reported constructive growth in:

- spirituality
- self-esteem
- independence
- leadership
- friendship skills
- social comfort
- peer relations

- adventure and exploration
- environmental awareness (American Camp Association, 2008).

The ACA study concluded that youths who attended faith-based camps significantly grew spiritually as well as socially and emotionally. Campers from faith-based camps also reported more confidence regarding their faith, social skills, and their growth in independence and leadership qualities. They also indicated they were more adventurous and willing to try new things.

In a similar study, researchers found that youths and adults build positive relationships with each other during summer camp (Biakeschki & Scanlin, 2005). This welcoming rapport allows guards to come down and active communication to flourish into healthy relationships. It lays the ground work for a true exchange of giving and receiving and of listening and sharing. Summer camp provides a conduit for the transfer of knowledge from the mentors to the youth, as the young participants are more approachable to learning from adults and are willing to communicate their ideas and perceptions they would not necessarily share with those back at school or at home.

POSITIVE PSYCHOLOGY

Creating and maintaining a positive environment is at the hub of all summer camp mission statements. This focused undertaking paves the way to open communication and develops trust. Additionally, this upbeat climate promotes the science of positive psychology and can be used to enable, strengthen and support youth in their quest to become stable, confident and productive adults.

Positive psychology, for one person, involves “positive individual traits: the capacity for love and vocation, courage, interpersonal skills, aesthetic sensibility,

perseverance, forgiveness, originality, future mindedness, spirituality, high talent, and wisdom. At the group level, positive psychology is about enhancing civic virtues promoted by the institutions that move individuals to better citizenship such as: responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic” (Seligman & Csikszentmihalyi, 2000 p.7).

Positive psychology is used to help define the core identity of a person and can provide a frame of reference for the development of positive attributes in oneself. Chickering’s Theory suggests the identification of positive individual traits is achieved through seven documented stages. These stages are: (a) developing competency, (b) managing emotions, (c) striving for independence, (d) building refined relationships, (e) establishing personal identity, (f) being purpose driven, and (g) developing integrity (Chickering & Reisser, 1993).

Another prominent psychologist, Reed Larson, considers three major principles necessary for implementing positive psychology as a motivator in developing youths’ character. First, teenagers need to aspire to personal involvement or be “intrinsically motivated” by something that ignites a desire to participate in a positive experience, such as summer camp. Second, youth need “concerted engagement in the environment.” In other words, all enthusiastic motivation captured by an experience like summer camp is put into action through actual participation in planned activities. The third factor is described as the “temporal arc” which refers to the support the campers receive from their mentors while participating in a challenging organized event. For example, in a summer camp experience, campers are taught how to work successfully through a problem or dilemma under the guidance of their camp counselors. The campers are provided

affirmative and constructive feedback throughout each challenging experience so they are able to persevere successfully through the exciting and the difficult activities offered (sports, educational courses) while achieving a personal goal or expectation (Larson, 2000).

In the summer of 2008, nine positive psychologists gathered at the Gallup Organization-Clifton Strengths Institute to develop a positive psychology model in order to better understand how the choices a college student makes from freshman year through senior year can impact his/her view of a successful life. The outcome of this study was the Strengths Builder Online Theoretical Model. This model represents the freshman's ideals of dreams, aspirations, hopes and strengths upon entering college, how the college environment affects the student's behavior when trying to develop their self-efficacy and how the student's participation or lack of participation impacts their attitude and choices regarding extracurricular and scholastic activities. The implementation of positive emotions and their direct involvement of the learning process provides a learning style that is motivated by the intrinsic values targeted.

The Strengths Builder Model is based on the student's motivation to succeed, (establishment of life goals and career) through the student's intrinsic values of morals/belief and a desire to make a positive change in the world or the student's extrinsic values of money, materialism, and self gratification. Either choice results in a sense of well-being or self satisfaction (See Figure 1).

StrengthsBuilder Online Theoretical Model

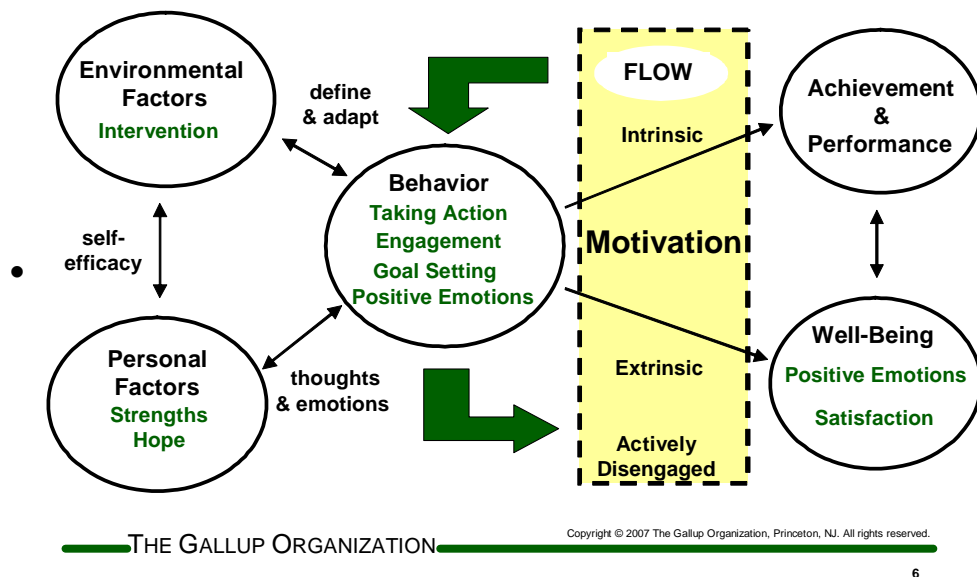


Figure 1. Gallup-Clifton Strengths Institute (*Positive Psychology: Advanced Discussion-Strengths Builder Theoretical Model*, 2008, p. 3).

UNDERSTANDING STRENGTHS

Donald O. Clifton is a well known researcher in the field of positive psychology. He was instrumental in correlating one's identity and individual purpose with one's top five talents or strengths. Clifton, called the "father of strength based psychology and the grandfather of positive psychology" (Hodges & Harter, 2005; McKay & Greengrass, 2003, 87) developed the 34 talents or strengths noted in StrengthsFinder and StrengthsQuest (See Appendix A). StrengthsFinder was introduced as the first instrument used to identify the greatest five strengths in adults. StrengthsQuest was developed to identify the top five strengths in youth between 14 and 18 years of age.

These evaluation instruments have been translated into 17 different languages, administered to millions around the world and have been known to transcend age, cultural, ethnic and gender barriers. The validity and reliability of these instruments have been tested and retested confirming the accuracy in identifying one's strengths and themes (Hodges & Harter, 2005). In an internal consistency test involving a 706 person sample, the coefficient alpha was .70 or above for 23 of the strengths with three talents (Context, Relator, Responsibility) less than or equal to .65. The lowest alpha was .55 for the Restorative strength, while Woo was the highest alpha at .81 (Lopez, Hodges, & Harter, 2005).

Strengths can be considered one's natural talents combined with one's best skills. Clifton's 34 strengths encapsulate the 34 possible core values and character traits found in all human beings. Each of the top five strengths identified by StrengthsFinder or StrengthsQuest embodies who one is behaviorally, emotionally and spiritually. The top five strengths represent an individual's instinctive set of personality characteristics and way of thinking and, therefore, are representative of what triggers one's responses to any given circumstance, whether immediately or over time. Clifton pioneered strengths-based work ethic and personal character awareness into not only corporate America, but into the public classroom setting and the faith-based setting.

The StrengthsFinder or StrengthsQuest evaluation can be administered to those 14 years of age and older (Hodges & Harter, 2005). Strengths development/training begins with identifying and defining a participant's five greatest strengths and the associated themes as determined by the StrengthsFinder or the StrengthsQuest assessment tool. These pinnacle five strengths represent the participant's natural talents. For example, the

strength “communication” is defined as one who has the ability to put ideas clearly and articulately into words and effectively present these thoughts in writing and/or orally (Buckingham & Clifton, 2001). Individuals with this talent as one of their top five strengths would be comfortable in a profession involving teaching, politics, broadcasting or acting.

The first step in utilizing one’s natural talents/strengths into everyday life is to understand the meaning of each of one’s top five strengths and how each applies to one’s unique personality and life outlook. The next step is to incorporate these five strengths into the way one approaches challenges, disappointments, goal setting and day to day decisions. In other words, once one knows what his/her top five talents are, one can begin to put this knowledge into action by deliberately basing important and everyday decisions on one’s strengths’ set (Hodges & Harter, 2005). This develops not only ownership of these abilities, but channels one’s use of strengths in such a way as to create and enhance a more fulfilled and happier life. Finally, one enhances and deepens one’s strengths when the talents are used consistently (separately or collectively) over time in a variety of situations (Hodges & Harter, 2005).

Each person possesses a unique and individualized cluster of top five strengths. According to Gallup, each person’s set of top five talents and the weighted order of these strengths equate to a person having a 1 in 33 million chance of matching the same set of strengths and weighted order as someone else. This extraordinary uniqueness brings huge opportunities for cooperation and camaraderie when one implements the use of his/her top five strengths and the top five strengths of those with which he/she works, lives, or socializes. When one uses the StrengthsFinder approach to set up office

dynamics, school dynamics, and/or community dynamics (such as organized sports, religion, or community service projects) the sky is the limit for positive outcomes and enhanced personal involvement and satisfaction.

The next generation of youth symbolizes our future leaders and will take this world toward the next millennium. In order to lead successfully, the youth of today must have a working knowledge and use of their strengths and the strengths of others (Clifton & Anderson, 2004). Future leaders need problem solving skills, social judgment skills, communication skills and knowledge of how to work considerately and efficiently with others (Northouse, 2004). Each of these skills, as well as talents, can be developed through a basic understanding of what one's strengths are and how best to implement them in everyday situations and critical situations alike.

Summer camp is a unique chance to depict a world of positive self discovery. This experience provides a better understanding of who teenagers are as individuals and who they can become in society. The camp experience affords the opportunity to discover personal strengths and weaknesses, the strengths and weaknesses of others, and how working independently and collectively, teens can develop the life skills necessary to make them stronger and more positive participants in their families, churches, schools and communities (Henderson, Bialeschki, & James, 2007b).

Preparation for tomorrow's leaders begins today. Finding important constructive experiences that allow parents, counselors, teachers and community mentors the opportunity to impart knowledge and understanding begins with experiences like summer camp and tools like StrengthsQuest.

CHAPTER III

APPROACH TO THE STUDY

Formal meetings conducted with Camp Bandina's Session 8 Camp Director, Gerald Elliott, the camp administrative coordinators, the youth ministers (representing each attending congregation) and all other committee members for Camp Bandina Session 8 began in January/February 2008. This planning committee was provided a detailed description of the Strengths Training research study including the StrengthsQuest on-line assessment tool, the Institutional Review Board (IRB) forms for parents, the IRB consent forms for youth (between 14 and 18 years old), and the five lesson plans designed for the Strengths Training class intervention group.

Consent for offering the Strengths Training class as an elective class was obtained by Gerald Elliott and approved by all committee members involved in Camp Bandina's July 20-26, 2008, session. All questions were answered, and the committee unanimously agreed to support this research project.

Because the study included teenagers between the ages of 14 and 18 years old, additional requirements were necessary in order to have Texas A&M University Institutional Review Board (IRB) approval. First, a formal application for the research study was completed. This included (a) the development of the parental approval form, (b) a detailed description of the project explaining what the teens would be asked to do, (c) the potential benefits of participating in this research study, (d) a "no risk" statement explaining to parents and participants that no risks were involved in participating in this

research, (e) a statement explaining the teenagers had the right to refuse participation in this research study and (f) a signature line for the parent(s) and the participant.

Second, a separate assent form was developed to be signed by the teenage participants. This assent affirmed the teenager's willingness to participate in the research study and the option available to them to walk away from the study at any time without any recourse taken (See Appendix B for Parent Consent Form and Teen Assent Form). Once formal approval was obtained from the IRB for this research study, the Youth Ministers present at the monthly planning meetings were asked to distribute the IRB forms (with self-addressed stamped envelopes) and the COPS (Creating Opportunities thru Prioritizing Strengths- See Appendix C) pamphlets to the campers and parents of campers under the age of 18 years old and to the campers 18 years old or older at their local congregations (see Appendix C for COPS pamphlet). As all forms were read and signed, the teenagers were asked to complete the pre-Self Reflective Survey (See Appendix D). This survey was used to measure the changes that occur before camp and after the camp session.

Following a two-week time period, the researcher received only a few completed pre-Self Reflective Surveys. Consequently, the researcher contacted the participating youth ministers and learned of a number of stumbling blocks:

- Several of the students did not have access to a computer to do the on-line pre-Self Reflective Survey.
- Many of the parents indicated to their youth ministers that they did not fully understand the purpose of the Strengths Training class, the IRB forms, and/or the Self-Reflective Survey.

- Most youth ministers stated summers typically were very busy for them as the youth in their congregation were out of school for the summer and church related youth activities such as mission trips, Vacation Bible School (VBS), and community outreach projects consumed most of their summer schedule.

To address the challenges presented, this researcher planned and conducted face- to-face weekend presentations at several of the community congregations attending Camp Bandina Session 8. These weekend presentations were made to teenagers between the ages of 14 and 18 years old, their parents, the youth ministers and those adults planning to be camp counselors at Camp Bandina Session 8.

During these presentations, the researcher explained the premise of the Strengths Training research study, reviewed the on-line StrengthsQuest assessment, outlined the Strengths Training class lesson plans and explained the purpose of the pre- and post-Self-Reflective Surveys. The COPS (Creating Opportunities thru Prioritizing Strengths) pamphlets were given and all questions were answered.

Those teenagers interested in the Strengths Training research study control group as well as those willing to participate in the Strengths Training research study intervention group completed all IRB Consent and Assent forms following the presentation or sent them back to the researcher in a self-addressed, stamped envelope provided with the forms. A paper form of the on-line Self-Reflective Survey either was passed out at the presentation or mailed out to all teenagers who had satisfied the research study participant's requirements.

These weekend presentations were conducted at the following community churches:

- Oldham Lane Church of Christ, Abilene, Texas
- Price Road Church of Christ, Brownsville, Texas
- Deer Park Church of Christ, Deer Park, Texas
- Hempstead Church of Christ, Hempstead, Texas
- Jersey Village Church of Christ, Jersey Village, Texas

Also, parents, youth ministers and preachers from Brenham Church of Christ, Brenham, Texas; Clear Lake Church of Christ, Clear Lake, Texas; and South Central Church of Christ, Houston, Texas, were kept in weekly contact via e-mail and telephone conferences to head off any future challenges or problems.

Although all members of the Camp Bandina staff were active members of the Church of Christ, the campers were in no way required to be affiliated with the Church of Christ. Camp Bandina does not discriminate based on race, religion, or socio-economic background and the researcher concluded that no significant impact occurred to the outcome of the study due to a religious or non-religious preference. Also, the researcher noted that all Camp Bandina staff were required to: (a) take and pass a state mandated sexual/emotional abuse test; (b) consent to a state and federal criminal history query including any felony convictions or sexual misconducts; (c) procure three formal letters of reference from members of their local congregation verifying the individual is a practicing Christian and of sound, moral character.

The researcher informed all concerned with this research study that no additional fees were involved for those participating in this study. No charge was assessed for

taking the on-line StrengthsQuest assessment, the pre- and post- Self-Reflective Surveys or the Strengths Training class. Therefore, criteria for being in the Strengths Training research study included teenagers between 14 and 18 years of age who had:

- completed and signed IRB Consent and Assent forms,
- completed the pre- and post- Self-Reflective Surveys, and
- attended Camp Bandina session 8 as a control group participant or an intervention group participant by completing the StrengthsQuest assessment on-line prior to July 20, 2008, and by completing the Strengths Training class during session 8.

Campers attending Session 8 who chose not to take the Strengths Training class as their “special class” and were between the ages of 14 and 18 years old were asked to take the pre- and post- Self-Reflective Surveys (along with those who took the Strengths Training class) represented the control group in this research study. Results of the pre- and post- Self-Reflective Surveys in both the control group and intervention group were examined for possible inference to a global implication. The researcher addressed the following research questions:

CONTROL GROUP

1. Do teenagers who participate in church camp show a statistically significant increase in self confidence as shown by the Self-Reflective Survey?
2. Do teenagers who participate in church camp show a statistically significant increase in sense of direction as shown by the Self-Reflective Survey?

3. Do teenagers who participate in church camp show a statistically significant increase in motivation to develop the strengths of themselves and others as shown by the Self-Reflective Survey?
4. Do teenagers who participate in church camp show a statistically significant increase in motivation to learn more about their strengths as shown by the Self-Reflective Survey?
5. Do teenagers who participate in church camp show a statistically significant increase overall as shown by the Self-Reflective Survey Grand Mean as measured by all of the surveyed items?

INTERVENTION GROUP

1. Do teenagers who participate in church camp show a statistically significant increase in self-confidence after taking the StrengthsQuest assessment and attending the Strengths Training class as shown by the Self-Reflective Survey?
2. Do teenagers who participate in church camp show a statistically significant increase in sense of direction after taking the StrengthsQuest assessment and attending the Strengths Training class as shown by the Self-Reflective Survey?
3. Do teenagers who participate in church camp show a statistically significant increase in motivation to develop the strengths of themselves and others after taking StrengthsQuest assessment and attending the Strengths Training class as shown by the Self-Reflective Survey?
4. Do teenagers who participate in church camp show a statistically significant increase in motivation to learn more about their strengths after taking

- StrengthsQuest assessment and attending the Strengths Training class as shown by the Self-Reflective Survey?
5. Do teenagers who participate in church camp show a statistically significant increase shown by the Self-Reflective Survey's Grand Mean as measured by all the surveyed items after taking StrengthsQuest assessment and attending the Strengths Training class?

OVERALL GROUP

A total of 49 participants were involved with the Strengths Training research study; 18 in the control group and 31 in the Strengths Training Class intervention group. Was there an overall difference in those who were in the intervention group versus those in the control group.

SELF-REFLECTIVE SURVEY AND STRENGTHSQUEST

The Self-Reflective Survey was used for other research studies conducted by the Gallup Organization. One such study was conducted by Thomas Rath (2002). This study involved 212 students at the University of California in Los Angeles in the winter of 2002. Rath's study used the same Self-Reflective Survey implemented in this research study to determine what impact Strengths Training intervention had on college students. The reliability of this Self-Reflective Survey is shown in Table 1.

Table 1
Reliability of the Self-Reflective Survey (SRS)

	<i>Number of Items</i>	<i>Cronbach Alpha Reliability</i>
Self-Confidence	10	.87
Direction	6	.83
Develop Strengths	9	.71
Self & Others		
Learn More	5	.74
About Own Strengths		
SRS Grand Mean	28	.89

GROUPING FACTORS AND RELIABILITIES

Permission was granted from Mark Poe, Vice President for Education and a Gallup canvasser, to employ the same Self-Reflective Survey used by Rath in 2002 for the 2008 Camp Bandina Session 8 research study. This researcher also worked with the Office of Measurement and Research Services (MARS) at Texas A&M University. For a nominal fee, MARS made the Self-Reflective Survey accessible on-line to Camp Bandina Session 8 research study participants.

Once all the IRB forms were completed, qualifying teenagers were given a login identification to go on the MARS website and complete the pre- Self-Reflective Survey. As stated earlier, several of the students did not have access to a computer to do the pre-Self-Reflective Survey on-line, so a paper document of the Self-Reflective Survey was

distributed to these teens, and they completed it on a standard instrument form. The results of all pre- and post- Self-Reflective Surveys were placed on a secure Texas A&M University website operated by MARS and then downloaded into SPSS, a computer software statistical program for statistical analysis.

An access code for taking the StrengthsQuest assessment on-line was then emailed to each research study intervention group participant planning to take the Strengths Training Class at Camp Bandina Session 8. All teenagers in the intervention group took the StrengthsQuest assessment to determine their five greatest strengths prior to the week of Camp Bandina Session 8.

The StrengthsQuest assessment fee was made free of charge to every participant so that no economically disadvantaged youth would be denied the opportunity to participate in the Strengths Training research study based on the cost of the assessment. If a participant did not have a personal home computer, the youth minister at his/her local congregation allowed the teenager access to the church's computer or a church member's personal computer so he/she could take the assessment. Once the StrengthsQuest assessment was completed, each participant was asked to read all the information about his/her top five strengths, print a copy of his/her top five strengths for himself/herself, then e-mail the top five strengths' report to this researcher. The researcher procured each intervention group participant's top five strengths prior to the onset of Camp Bandina session 8. Furthermore, a notebook was prepared for each student enrolled in the Strengths Training Class. These binders contained an abundance of resource information including:

- spreadsheet listing every participant's name and his/her top five strengths (as determined by StrengthsQuest assessment)
- talent description handout combining Gallup's 34 strengths/talents with definitions for each (See Appendix A)
- scripture referenced strengths and themes handout listing corresponding Bible verses for each of the 34 strengths identified by (Wiseman, Clifton, & Liesveld, 2004), and this researcher (See Appendix E)
- scripture referenced strengths of famous Bible persons (See Appendix F)

A multi-sensory approach to learning was implemented throughout the week. By providing new information through more than one of the senses (sight, smell, hearing, touch, movement/kinetics) it “gives the student's brain tactile and kinetic memories to hang on to, as well as the visual and auditory ones” thus increasing comprehension and retention of the Strengths Training concepts (Bradford, 2000, p.1). Each one hour class period, the participants were given handouts reinforcing the concepts introduced through music, videos, games and hands-on activities which related to and reinforced that day's class objective(s). The students were encouraged to take daily notes and keep all handouts in their packets to review once they returned home at the end of the week.

Five lesson plans were developed, one for each day of class. Every lesson plan (See Appendix G) outlined the (a) class objective(s) (b) materials, (c) multi-sensory protocols and procedures, (d) student handouts and (e) group activity designed to carry over learned information into everyday applications. These activities (Strengths Jeopardy, Strengths Family Feud, Strengths Volleyball, etc.) encouraged individual and

team participation while implicating a knowledge base of the individual's own top five strengths and those of teammates.

The post-self-Reflective Survey was completed by both the control group and the intervention group following the last day (fifth day) of summer camp classes. The post-Self-Reflective Surveys then were collected and secured by this researcher. Both the pre-Self-Reflective Surveys completed prior to July 20, 2008, and the post-Self-Reflective Surveys completed on July 25, 2008, later were compared and analyzed.

CHAPTER IV

RESULTS

The completed pre- Self-Reflective Surveys and post- Self-Reflective Surveys from the control group and the intervention group were entered into SPSS and checked for accuracy. Four students were excluded as they did not answer all the questions on both tests and thusly, their data was eliminated from the study and not included in overall findings. The following results were obtained from the 49 students who participated in the intervention group research study as seen in Table 2.

Table 2

Intervention Group Demographics

Age	Black		Hispanic		Native American		White	
	Male	Female	Male	Female	Male	Female	Male	Female
14	1	0	0	1	0	0	5	6
15	1	2	1	0	0	0	1	2
16	1	2	0	1	0	0	0	3
17	2	1	1	1	0	0	3	1
18	2	3	1	1	0	0	6	0

The data collected for the pre- Self-Reflective Surveys and the post- Self-Reflective Surveys were grouped by the four variables identified in this study and randomly presented multiple times throughout the surveys. For instance, confidence was queried in 10 questions, sense of direction in six questions, desire to develop strengths in nine questions and learn more about strengths in five questions (See Appendix H). Twenty-five filler questions (questions which did not specifically address any of the

targeted variables) were integrated into the Self-Reflective Surveys bringing the total number of questions to 55.

The variables targeted in this research study were presented as questions as described. The answers to these questions were presented in a Likert scale and ranked from 1 to 5 as follows:

- (1) Strongly Disagree
- (2) Disagree
- (3) Neither Agree or Disagree
- (4) Agree
- (5) Strongly Agree

The higher the number that each response was given by the participant, the greater the variable being measured was illustrated. See appendices for questions associated to each variable.

RELIABILITY OF THE SELF-REFLECTIVE SURVEY AT CAMP BANDINA

SESSION EIGHT

The reliability of the test instrument initially was obtained to verify the consistency of the questions for all 49 research teen participants to include the intervention group (30 students in the Strengths Training Class), and the control group (17 students who attended church camp, but not the Strengths Training Class). The Cronbach's Alpha test was run on the completed pre- and post- Self-Reflective surveys for both the control group and the intervention group (49 participants). The responses from each of the 30 questions on these surveys were used to measure change for the five

outcomes. The variables measured were based upon the treatment questions (Rath, 2002):

Self Confidence: Will the student's self confidence be significantly increased following the Strengths Training Class?

Sense of Direction: Will the student significantly demonstrate an increased sense of direction regarding what college major or career would best match their strengths following the Strengths Training Class?

Desire to Develop Strengths in Self and Others: Will the student significantly desire to develop their personal strengths and the strengths in others?

Learn More About Strengths: Will the student significantly demonstrate an interest in learning more about his/her personal strengths?

Grand Mean: Will the student's treatment significantly raise the overall level of his/her self-efficacy?

Table 3 illustrates the reliability of the Self-Reflective Survey instrument in measuring the five variables for all participants in the study; those in the treatment group and those in the non-treatment or control group:

Table 3

Reliability Statistics for the Intervention and Control Group for Each Variable

Pre- and Post- Self-Reflective Survey Variables	Cronbach's Alpha	# of Self-Reflective Survey Questions	# of Teens
Self Confidence - Everyone	0.85	10	49
Treatment Group - Confidence	0.88	10	30
Non Treatment Group - Confidence	0.79	10	17
Sense of Direction - Everyone	0.85	6	49
Treatment Group - Sense of Direction	0.85	6	30
Non Treatment Group - Sense of Direction	0.88	6	17
Desire to Develop Strengths - Everyone	0.72	9	49
Treatment Group - Desire to Develop Strengths	0.69	9	30
Non Treatment Group - Desire to Develop Strengths	0.76	9	17
Learn More About Strengths	0.49	5	49
Treatment Group - Learn More About Strengths	0.55	5	30
Non Treatment Group - Learn More About Strengths	0.50	5	17
Grand Total - Everyone	0.77	30	49
Treatment Group - Grand Total	0.80	30	30
Non Treatment Group - Grand Total	0.72	30	17

The overall average for reliability was .745. The reliability of the variable “Learn More About Strengths in Self and Others”, however, was questionable given the Cronbach’s Alphas of 0.490 to 0.559.

T-TEST

Once all 30 variables were totaled for each pre- and post- Self-Reflective Survey, and a t-test was obtained to determine if there was a significant variation between the means (Field, 2005). The t-test was obtained for both the control group and the intervention group as seen in Tables 4 & 5.

Table 4

Control Group Paired Samples Test for All Variables

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	Sig. (2-tailed)
Pair 1	Self Confidence	0.61	5.54	1.30	0.64
Pair 2	Sense of Direction	0.77	2.66	0.62	0.23
Pair 3	Desire to Develop Strengths in Themselves and Others	-0.27	3.64	0.85	0.75
Pair 4	Learn More About Strengths	0.38	2.97	0.70	0.58
Pair 5	Grand Mean (Pre- and Post-Self-Reflective Surveys)	1.50	13.26	3.12	0.63

The control group P value, with alpha at .05, was not statistically significant for any of the five variables in the control group.

1. No statistically significant difference existed in the pre- and post- Self-Reflective Surveys reported for measures dealing with self confidence; failed to reject the null.
2. No statistically significant difference existed in the pre- and post- Self-Reflective Surveys reported for measures dealing with sense of direction; failed to reject the null.
3. No statistically significant difference existed in the pre- and post- Self-Reflective Surveys reported for measures dealing with desire to develop the strengths of themselves and others; failed to reject the null.
4. No statistically significant difference existed in the pre- and post- Self-Reflective Surveys reported for measures dealing with learning more about one's strengths; failed to reject the null.

5. There was no significant difference in the pre- and post- Self-Reflective Surveys reported for measures dealing with Grand Mean; failed to reject the null.

Table 5
Intervention Group Paired Samples Test for All Variables

		Paired Differences			
		Mean	Std. Deviation	Std. Error	p
Pair 1	Self Confidence	-0.80	4.23	0.76	0.29
Pair 2	Sense of Direction	-0.77	3.25	0.58	0.19
Pair 3	Desire to Develop Strengths in Themselves and Others	0.19	4.06	0.72	0.79
Pair 4	Learn More About Strengths	-1.96	3.39	0.60	0.003
Pair 5	Grand Mean (Pre- and Post-Self-Reflective Survey)	-3.35	11.23	2.01	0.10

The Intervention Group (those who participated in the Strengths Training Class at Camp Bandina Session 8) demonstrated a P value based on an alpha at .05.

1. No statistically significant difference existed in the pre- and post- Self-Reflective Surveys reported for measures dealing with self confidence; failed to reject the null.
2. No statistically significant difference existed in the pre- and post- Self-Reflective Surveys reported for measures dealing with sense of direction; failed to reject the null.
3. No statistically significant difference existed in the pre- and post- Self-Reflective Surveys reported for measures dealing with desire to develop the strengths of themselves and others; failed to reject the null.

4. A statistical significant difference existed in the pre- and post- Self-Reflective Surveys reported for measures dealing with learning more about strengths; reject the null hypothesis with a $p > .003$.
5. No statistically significant difference existed in the pre- and post- Self-Reflective Surveys reported for measures dealing with Grand Mean; failed to reject the null.

There was an overall group effect which took place regarding the control and intervention groups. As seen in Tables 4 and 5 the means reflected a positive change for the intervention group compared to the control group. The researcher noted that the means from variable number three (Desire to Develop the Strengths of Themselves and Others) were not aligned with the means for three other variables. Therefore, a semi-grand mean was developed including variable 1 (Self Confidence), variable 2 (Sense of Direction), and variable 4 (Learn More About Strengths). A t-test also was obtained on this semi-grand mean. The semi-grand mean obtained from variables 1, 2 and 4 was significant indicating the treatment group did respond positively to the Strengths Training Class as seen in Table 6. Rejected the null $p \leq .05$.

Table 6
Semi-grand Mean for Intervention Group on Three Variables

Mean	Std. Deviation	Std. Error Mean	df	p
-3.55	8.65	1.55	30	0.03

MIXED DESIGN

In addition, a Mixed Design statistical analysis was completed. This study contrasted the treatment group and the control group in a repeated measure of each group's Self-Reflective Survey variables of Self Confidence, Sense of Direction, Desire

to Develop Strengths, and Learn More About Strengths. Consequently a Semi-Grand Mean and Grand Mean were obtained to determine if any interaction occurred between the treatments and control groups (Field, 2005). The following tables and charts show the results for each of the variables included in the Mixed Design. No statistical significance existed within or between the subject's effect as seen in Table 7 for the variable **self confidence** and illustrated in Figure 2; failed to reject the null hypothesis.

Table 7
Tests of Within Subjects Contrasts - Self Confidence Factor

Source	df	Mean Square	F	Sig.
Confidence	1	0.21	0.01	0.89
Confidence Treatment	1	11.44	1.01	0.3
Error(Confidence)	47	11.28		
<i>Tests of Between Subjects Effects - Self Confidence Factor</i>				
Intercept	1	143,943.67	1,893.56	0.00
Treatment	1	81.18	1.06	0.30
Error	47	76.01		

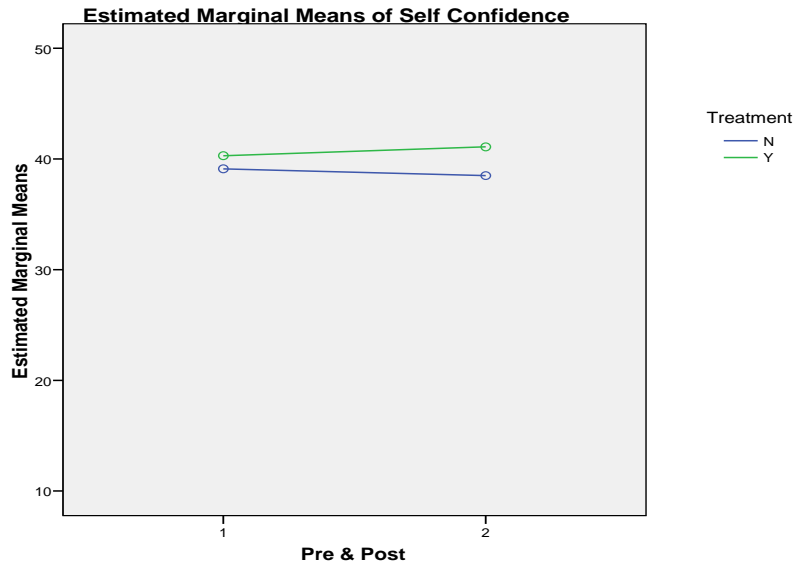


Figure 2. Self Confidence.

There was no statistical significance within or between the subject's effect for the variable **Sense of Direction** as seen in Table 8 and illustrated in Figure 3; failed to reject the null hypothesis.

Table 8
Tests of Within Subjects Contrasts - Sense of Direction

Source	df	Mean Square	F	Sig.
Sense of Direction	1	0.00	0.00	0.99
Sense of Direction Treatment	1	13.71	2.94	0.09
Error(Direction)	47	4.66		
<i>Tests of Between Subjects Effects - Sense of Direction</i>				
Intercept	1	45,589.29	1,337.912	0.00
Treatment	1	52.47	1.540	0.22
Error	47	34.07		

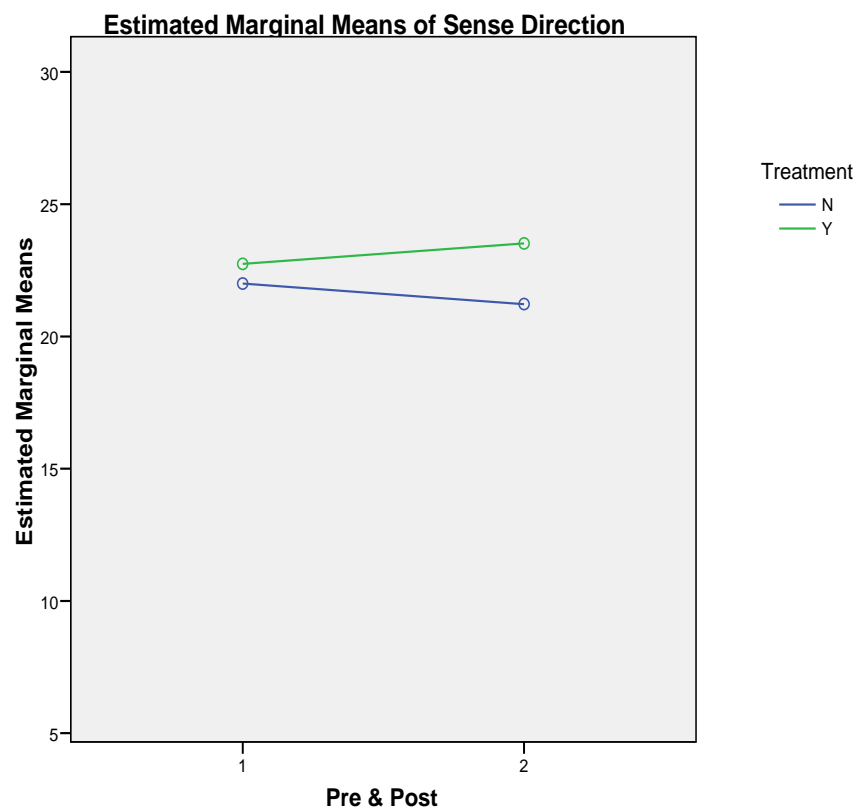


Figure 3. Sense of Direction.

There was no statistical significance within or between the subject's effect for the variable **Desire to Develop Strengths in Self and Others** as seen in Table 9 and illustrated in Figure 4; failed to reject the null hypothesis.

Table 9

Tests of Within Subjects Contrasts –Desire to Develop Strengths in Self and Others

Source	df	Mean Square	F	Sig.
Desire to Develop Strengths factor1	1	0.04	0.00	0.94
Treatment	1	1.26	0.16	0.68
Error(factor1)	47	7.66		
<i>Tests of Between Subjects Effects -Learn More About Strengths</i>				
Intercept	1	96,856.33	3,511.94	0.00
Treatment	1	24.90	0.90	0.34
Error	47	27.57		

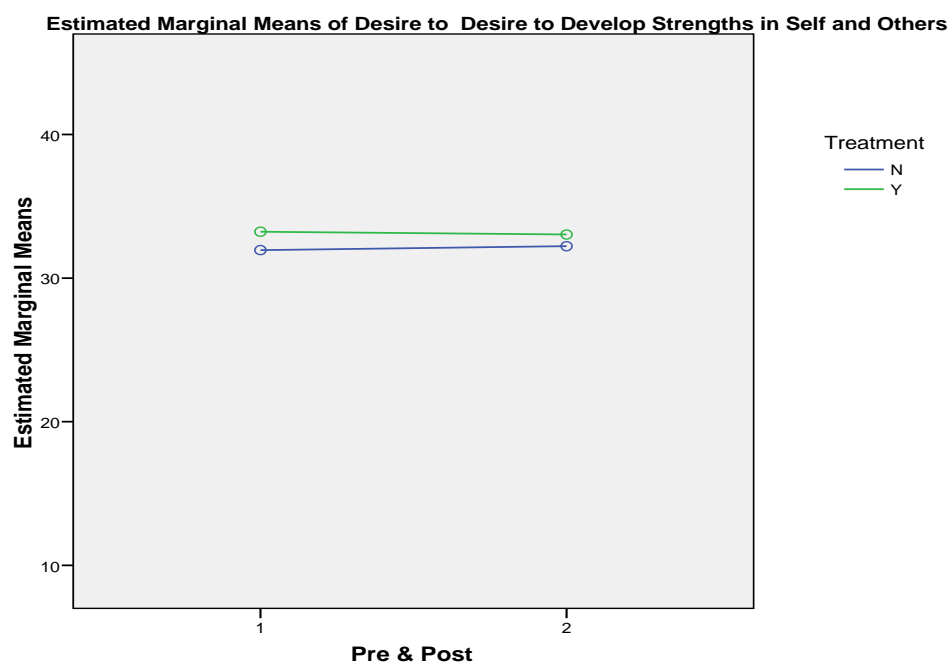


Figure 4. Desire to Develop Strengths in Self and Others.

There was a statistical significance within the variable **Learn More About Strengths** as seen in Table 10 and illustrated in Figure 5. There was an interaction between the control and treatment group; rejected the null hypothesis.

Table 10

Tests of Within Subjects Contrasts - Learn More About Strengths

Source	df	Mean Square	F	Sig.
Learn More About Strengths	1	14.19	2.69	0.10
Learn Treatment	1	31.62	6.00	0.01
Error(Learn)	47	5.26		

Tests of Between Subjects Effects - Learn More About Strengths

Intercept	1	31,638.94	2,736.31	0.00
Treatment	1	4.37	0.37	0.54
Error	47	11.56		

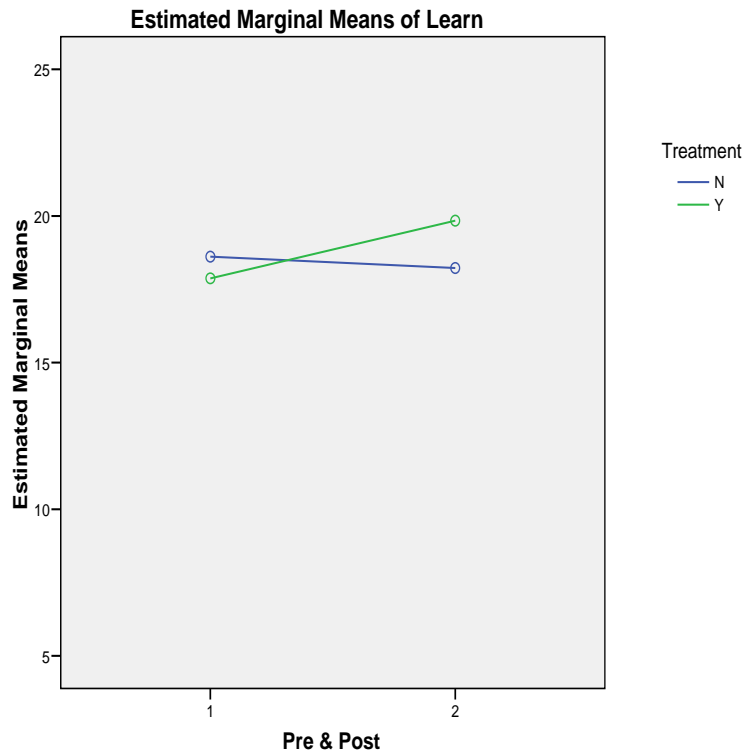


Figure 5. Learn More About Strengths.

No statistical significance existed within or between the subject's effect for the Grand Mean. Even though there was no statistical significance for the Grand Mean there was a statistical significance that existed within or between the subject's effect for the Semi Grand Mean seen in Table 11 and illustrated in Figure 6 for the variables: **Self Confidence, Sense of Direction, and Learn More About Strengths**. One should note that this difference could be the result of the control group not being a part of the Strengths Training Class thus demonstrating the “resentful demoralization of the control group” (Gall, Gall & Borg, 2007 p.382). Reject the null hypothesis.

Table 11
Tests of Within Subjects Contrasts - Semi Grand Mean

Source	df	Mean Square	F	Sig.
Semi Grand Total	1	17.85	0.42	0.52
Semi-G * Treatment	1	161.52	3.80	0.05
Error(Semi-G)	47	42.47		

Tests of Between Subjects Effects - Semi Grand Mean

Source	df	Mean Square	F	Sig.
Intercept	1	594,115.65	2,321.04	0.00
Treatment	1	336.55	1.31	0.25
Error	47	255.96		

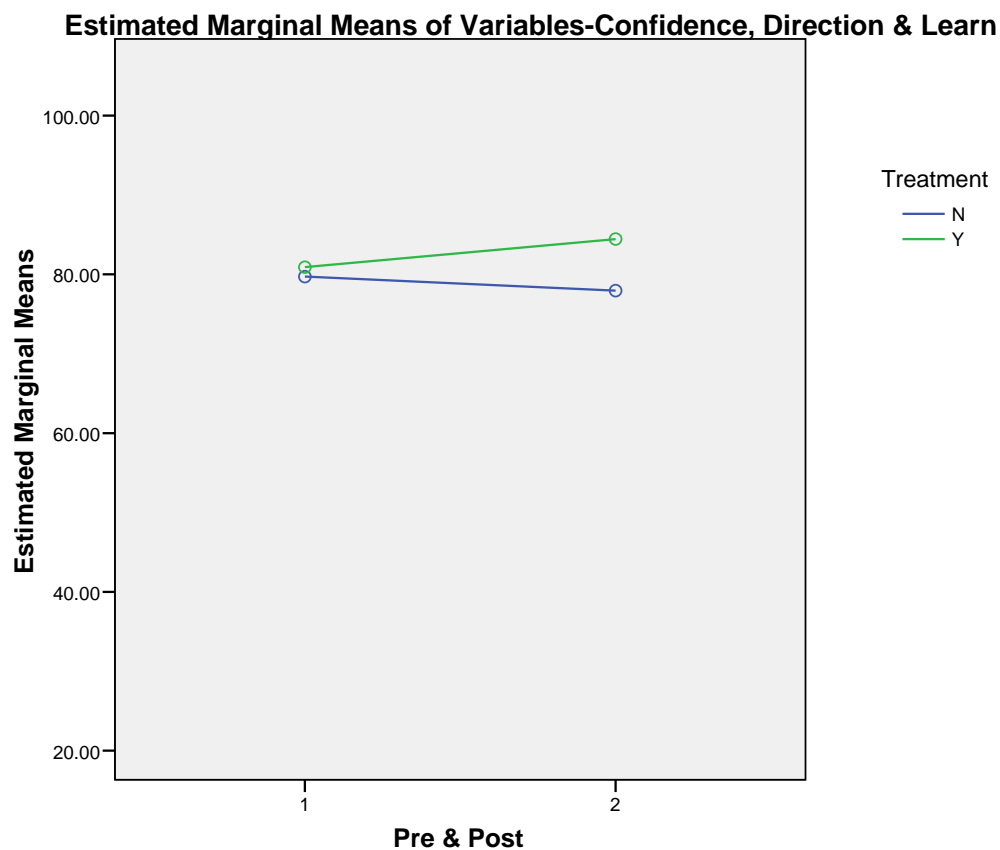


Figure 6. Semi Grand Mean for Sense of Confidence, Sense of Direction and Wanting to Learn More About Strengths.

There was no statistical significance within or between the subject's effect for the Semi Grand Mean; however, it close with a Alpha level of .05; failed to reject the null hypothesis.

STRENGTHS INVENTORY FOR STRENGTHS TRAINING CLASS

A list was compiled of the top five strengths for each person in the intervention group. The table below ranks each participant's strengths/talents in descending order with one being strongest:

The most frequently occurring strengths as seen in Table 12 included Adaptability (15), Includer (11), and Positivity (10). The least represented strengths in this study included Arranger (1), Futuristic (1), Significance (1) and Self-Assurance (1). The potential for further Strengths Training studies of national organization for children such as summer church camp, 4-H, Boys and Girls Club is immense. In particular, an examination of how the most frequently occurring strengths and least frequently occurring strengths in this teenage dynamic might predict those teens most likely to demonstrate a desire to be a part of organizations that build one or more of the Self-Reflective Survey variables of enhancing Self Confidence, Sense of Direction, Desire to Develop Strengths, and Learn More About Strengths. Additionally, research with regarding how large groups of teenagers who have had basic Strengths Training and consequent quarterly follow-up training over a one year time frame could track how these teens might incorporate their top five strengths into their life skills as young adults. This type of data would be quite valuable to national children's organizations such as Boy Scouts, FFA as well as the educational system in general.

Table 12

Camp Bandina StrengthsQuest Participants- Top 5 Strengths

1 Strength	2 Strength	3 Strength	4 Strength	5 Strength
Competition	Adaptability	Significance	Developer	Positivity
Deliberative	Harmony	Input	Belief	Responsibility
Input	Adaptability	Intellection	Includer	Ideation
Includer	Empathy	Communication	Adaptability	Woo
Adaptability	Woo	Communication	Includer	Ideation
Activator	Adaptability	Includer	Positivity	Developer
Adaptability	Belief	Strategic	Woo	Command
Strategic	Competition	Self-Assurance	Includer	Maximizer
Achiever	Learner	Competition	Harmony	Responsibility
Strategic	Communication	Positivity	Achiever	Futuristic
Developer	Arranger	Restorative	Woo	Positivity
Achiever	Learner	Context	Strategic	Ideation
Developer	Empathy	Includer	Positivity	Achiever
Individualization	Harmony	Restorative	Adaptability	Relator
Deliberative	Input	Analytical	Restorative	Ideation
Adaptability	Includer	Input	Restorative	Developer
Command	Adaptability	Activator	Ideation	Restorative
Belief	Responsibility	Harmony	Individualization	Relator
Positivity	Ideation	Responsibility	Competition	Input
Achiever	Deliberative	Learner	Analytical	Responsibility
Restorative	Connectedness	Intellection	Adaptability	Belief
Competition	Strategic	Achiever	Relator	Command
Positivity	Woo	Includer	Communication	Belief
Adaptability	Context	Relator	Strategic	Intellection
Maximizer	Competition	Adaptability	Strategic	Communication
Includer	Adaptability	Positivity	Developer	Communication
Empathy	Belief	Developer	Connectedness	Intellection
Achiever	Competition	Ideation	Individualization	Strategic
Includer	Adaptability	Developer	Positivity	Learner
Achiever	Restorative	Adaptability	Empathy	Belief
Woo	Communication	Includer	Adaptability	Positivity

CHAPTER V

SUMMARY

The purpose of this study was to assess the positive influence of summer church camp and the Strengths Training Class (StrengthsQuest) on teenagers ranging from 14 to 18 years of age following one week of intervention. Camp Bandina's Summer Church Camp Session 8 was comprised of over 14 community congregations from towns and cities across the state of Texas. Participants included those from Abilene, Brenham, Brownsville, Bryan, Clear Lake, College Station, Crockett, Deer Park, Hempstead, Jersey Village, Magnolia, Medina, Waller and Winnsboro. Campers for Session 8 ranged in age from 9 years old to 19 years old and represented diversified socio-economic backgrounds. Research study participants included those who reside in children's homes, those who come from single parent homes, two parent homes, multi-generational homes, those who come from welfare homes and those who come from middle and upper class homes.

Teenagers involved in this research study were placed into two groups: a control group consisting of teens who participated in Camp Bandina Session 8 and an intervention group who participated in Camp Bandina Session 8 and also the Strengths Training Class. Each member of the Strengths Training intervention group participated in a variety of activities designed to give them a foundational knowledge of each of the 34 strengths and their meanings.

All participants in the intervention group:

- (1) Identified and understood their top five strengths as defined by Gallup's StrengthsQuest.
- (2) Perceived their uniqueness regarding the individualistic combinations of their top five strengths compared to the world's population.
- (3) Recognized and identified each of the 34 strengths while participating in team activities.
- (4) Identified famous people by one or more of their top five strengths and discussed how those talents served them in achieving their lifetime goals.
- (5) Explored career fields which best matched their top two to five strengths.
- (6) Completed the pre- and post- Self-Reflection Survey to determine if any significant changes occurred in:
 - a. self confidence
 - b. sense of direction
 - c. desire to develop the strengths of themselves and others
 - d. wanting to know more about strengths
 - e. semi grand mean (self confidence, sense of direction and wanting to know more about strengths)
 - f. overall grand mean

CONCLUSIONS

The results of this research study indicated that participants of the intervention group demonstrated a statistically significant interest in learning more about Strengths

Training and how StrengthsQuest could help guide them toward becoming productive, strong leaders in their communities compared to the control group. In addition, this group showed a willingness to participate in further activities that would enhance learning more about their personal strengths and the strengths of their family and friends. The teens who participated in the intervention group demonstrated a statistically significant difference regarding wanting to know more about strengths. Also, the Semi-Grand mean (self confidence, sense of direction and wanting to know more about strengths) indicated that teens wanted to learn more.

Enthusiasm regarding StrengthsQuest was palatable during the camp session. Most intervention group participants spontaneously discussed class contents with peer campers outside the Strengths Training Class. They frequently remarked about what they had learned, how much fun they had and how they wanted to learn more about strengths in general. Many students sought out this researcher during free time periods held throughout the camp week to ask questions and seek to advise on how better to implement the knowledge they gained from the Strengths Training Class into everyday applications and college/career planning.

One should note, the Self-Reflective Survey variables of Self Confidence, Sense of Direction, Desire to Develop Personal Strengths and the Strengths of Others as well as the overall Grand Mean did not show a statistically significant change in this research study as noted in the six-week research study conducted by Rath at UCLA in 2002. The lack of significant statistical change in these Self-Reflective Survey variables for this research study was thought to be due largely to the differences in the duration of class time and the age of the participants in these two studies. This research study occurred in

five days and involved teenagers from the ages of 14 to 18 years old. In contrast, the research study conducted by Rath in 2002 involved college age students and occurred over a six-week time frame. The Rath study allowed additional time for more detailed teaching opportunities, weekly participant feedback and required assignments to promote more reflection time. Time, consistency, frequent review and feedback are important factors in allowing students the opportunity to absorb and learn new concepts and put them into action while under the direction of a Strengths Training Instructor.

IMPLICATIONS AND RECOMMENDATIONS

As early as 1861, Americans recognized the benefit of camp-like settings for children. Summer camp settings afford the opportunity for young people to learn new skills, enhance social and individualized identities, and gain knowledge of how to become a successful leader. Camp also develops the inner personal strengths, character and ethics needed to be successful, happy adults. Many national organizations have enhanced their mission to provide a safe opportunity for youths to learn, explore and grow into productive adults by offering some form of a summer camp experience.

Summer camp is the perfect setting to introduce Strengths Training to teenagers. Boys & Girls Club, Boys Scouts, Girl Scouts, 4-H, YMCA and other youth based national organizations would improve their programs greatly by incorporating Strengths Training into their curriculum as this training would enhance the teenager's insight into what talents/strengths they could develop further in relationships and careers.

Camp provides the atmosphere where youths are receptive to learning and are eager to learn more. The introduction to StrengthsQuest was effective in a five-day camp class setting and potentially could be explosive if follow-up sessions occurred on a

monthly or quarterly basis over a one-year time frame. This would encourage reflection time on what they had learned about themselves and others and could act as a spring board for further leadership training and involvement in community activities. Also, a verbal, qualitative study six months after the initial intervention class could confirm the desire to learn more about strengths and eventually develop those strengths even more.

Additionally, Strengths Training Classes could be offered in a high school setting as part of the required Health Class. The study at La Sierra High School in Riverside, California, conducted by Austin (2005) illustrated the potential for encouraging students to stay in school while getting them excited about the unique strengths they possess and how they could develop and improve their educational potential around their strengths.

For this type of intervention to be successful, the school board, administration and facility would need training and exposure to StrengthsQuest in order to see the long range benefits for high school students. Texas public and private schools would be a prime location to start this type of training. Requiring all incoming high school freshmen and transfer students take a StrengthsQuest Class during the school year or during summer school by a certified StrengthsFinder's instructor would be worthwhile.

Additional learning opportunities involving Strengths Training courses could enhance existing youth oriented programs that emphasize leadership training, community service training, family enrichment training by grouping teenagers in such teaching environments based upon what their top five strengths are and how best to utilize their strengths in their lives and future careers. An avenue for developing a mechanism for additional Strengths Training coaching is yet another area to explore and develop. No matter what subject is being taught by educators or national children's organizations such

as 4-H, utilizing the positive psychology Strengths Building model would allow the Y Generation to employ their strengths and capabilities to grow up to become mature adults in mind, spirit and talents.

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APPENDIX A

STRENGTHS

Talent Descriptions-Gallup's List of Strengths/Themes

Achiever - People strong in the Achiever theme have a great deal of stamina and work hard. They are satisfied from being productive.

Activator - People strong in the Activator theme can make things happen by turning thoughts into action. Sometimes they are impatient.

Adaptability - People strong in the Adaptability theme prefer to “go with the flow.” They want to live their life now and take events as they come.

Analytical - People strong in the Analytical theme search for reasons and causes. They have the ability to think of all the factors that might affect a situation.

Arranger - People strong in the Arranger theme can organize. They like to figure out how all the pieces and resources can be arranged for maximum productivity.

Belief - People strong in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life.

Command - People strong in the Command theme have presence. They can take control of a situation and make decisions.

Communication - People strong in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.

Competition - People strong in the Competition theme measure their progress against the performance of others. They strive to win first in all contests.

Connectedness - People strong in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.

Consistency - People strong in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone in the world with consistency by setting up rules.

Context - People strong in the Context theme enjoy thinking about the past. They understand the present by researching history.

Deliberative - People strong in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.

Developer - People strong in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement others make.

Discipline - People strong in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.

Empathy - People strong in the Empathy theme can sense the feelings of other people by imagining themselves in others' lives or situations.

Focus- People strong in the Focus theme can take a direction, follow through and make the corrections necessary to stay on track. They prioritize, then act.

Futuristic - People strong in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.

Harmony - People strong in the Harmony theme look for consensus. They don't enjoy conflict; rather they seek areas of agreement.

Includer - People strong in the Includer theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.

Ideation - People strong in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.

Individualization - People strong in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together.

Input - People strong in the input theme have a craving to know more. Often they like to collect and archive all kinds of information.

Intellection - People strong in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual conversations.

Learner - People strong in the Learner theme have a great desire to learn and want to improve continuously. In particular, the process of learning, rather than the outcome, excites them.

Maximizer - People strong in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.

Relator - People who are strong in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.

Responsibility - People strong in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.

Restorative - People strong in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.

Self-Assurance - People strong in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that they are right.

Significance - People strong in the Significance theme want to be very important in the eyes of others. They are independent and want to be recognized.

Strategic - People strong in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they quickly can spot the relevant patterns and issues.

Positivity - People strong in the Positivity talent have an enthusiasm that is contagious. They are upbeat and can get others excited about what they are going to do.

Woo (Winning Others Over) - People strong in the Woo talent love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.

The Gallup Organization; Princeton, New Jersey

Gallup®, StrengthsFinder®, Clifton StrengthsFinder®. Each of the 34 Clifton StrengthsFinder names are trademarks of Gallup.

APPENDIX B

PARENT PERMISSION FORM

StrengthsQuest Study for Community Congregations at Bandina Christian Youth Camp in Texas

Introduction

The purpose of this form is to provide you (as the parent of a prospective research study participant) information that may affect your decision as to whether or not to let your child participate in this research study. Also, if you decide to let your teenager be involved in this study, this form will be used to record your consent.

This research study is designed to determine if a teenage camper's self-confidence, vision and motivation can be significantly enhanced by discovering and learning about the top five strengths in themselves and others while attending camp. Your teenager's participation in this study is voluntary and free of charge.

We invite your teenager to participate in this research study conducted at Bandina Christian Youth Camp (Camp Bandina) by Clay Bassham of Texas A&M University (TAMU). Clay Bassham is a doctoral student at TAMU. Mr. Gerald Elliot will be the Camp Director for the camp session held from July 20-26, 2008.

Please read the information below. Feel free to ask questions about anything you do not understand before deciding whether or not your teenager may participate. Questions or concerns may be directed to Clay Bassham by telephone at (979) 458-0875—office or at (979) 823-0735—home.

What will my teenager be asked to do?

To participate in this study, your teenager must be between 14-18 years of age. Campers will be asked to complete a PRE Reflective Survey (before camp by July 1, 2008) and a POST Reflective Survey (after camp by August 4, 2008). In addition, the teenagers participating in StrengthsQuest training will need to receive an access code to go online and take the StrengthsQuest assessment to determine their five greatest strengths.

The StrengthsQuest assessment tool determines the five top strengths or talents a person has out of 34 possible strengths. All strengths positively reinforce personal character and consist of the following: Achiever, Activator, Adaptability, Analytical, Arranger, Belief, Command, Communication, Competition, Connectedness, Consistency, Context, Deliberative, Developer, Discipline, Empathy, Focus, Futuristic, Harmony, Incluser, Ideation, Individualization, Input, Intellection, Learner, Maximizer, Relator, Responsibility, Restorative, Self-Assurance, Significance, Strategic, Positivity and Woo. See both of Gallup's websites for more information; url: <https://www.strengthsquest.com/> and <http://www.livingyourstrengths.com>

Teens that choose to participate in the Strengths Training class at Camp Bandina will be involved in a one hour class per day for five days during Camp Bandina's July 20-26, 2008 session. Their participation will occur during normal class time. Students will be expected to attend all classes for the week. By the end of the camp session, the participants will be able to identify their top five strengths, identify their peers' top five strengths, define each of their strengths through scriptures, and identify Biblical characters with one or more of their strengths as each relates back to the 34 strengths identified in "Living Your Strengths" authored by Winseman, A., Clifton, D. & Liesveld, C. (2004).

If you allow your teenager to participate in this study, we would ask them to commit to the following:

1. Have you complete the Parent Consent Form before July 1, 2008 and mail this permission form in a self-addressed, stamped envelope to:

Camp Bandina Strengths Training
Clay Bassham
3008 Westwood Main
Bryan, TX 77807
2. Complete the PRE-Reflective Survey online at url:
<http://esurvey.tamu.edu/mars/bcyc/prestrengths.htm> by July 1, 2008. This survey takes approximately **15** minutes to complete. (This same survey will be done twice, once before camp and once after camp). **If you are unable to do the online Reflective Survey, please contact me and I will send you a paper form of the Reflective Survey which you can fill out by hand and return to Clay Bassham at the address listed above.**
3. Complete the StrengthsQuest online at <https://www.strengthsquest.com/> by July 1, 2008 if you are enrolled in the Strengths Training elective class at Camp Bandina during the July 20-26, 2008, camp session.
4. Attend Camp Bandina's July 20-26, 2008 session and participate in the Strengths Training class one hour per day for five days.
5. Complete the POST-Reflective Survey at url:
<http://esurvey.tamu.edu/mars/bcyc/prestrengths.htm> by August 4, 2008. **If you are unable to complete the online Reflective Survey, a paper form of the Reflective Survey will be provided for you to complete.**

What are the risks involved in this study?

There are no potential risks involved in this study. All information accumulated on the Pre- and Post- Reflective Surveys will remain confidential. In addition, all analysis will be based on the entire group and no one participant will be singled out. If your teenager

feels uncomfortable in participating in this study or has no interest in doing this study, he/she does not have to take this class. There are other elective classes available to your teenager during this week of camp.

What are the possible benefits of this study?

If your teen chooses to participate in the Strengths Training class, he/she will receive (from Gallup) his/her five top strengths and a working definition of each. In addition, Gallup furnishes detailed information about the participant's top five strengths and potential areas that your son or daughter might want to explore as a college major or potential career. Also, this study will allow the camp director and staff to learn how to improve and maximize the camp experience for all campers.

Does my child have to participate?

No, your child does not have to be in this research study. You have the right to refuse permission for your teenager to participate in this study. You also may choose to withdraw your child at any time from the study.

What if my child does not want to participate?

In addition to your permission, your child must agree to participate in the study. If your child does not want to participate he/she will not be included in the study and there will be no penalty. Likewise, if your child initially agrees to be in the study, he/she can change his/her mind later without any penalty.

Who will know about my child's participation in this research study?

If your child chooses not to participate in the Pre-Reflective Survey, no one will know because this survey **either will be completed on-line or in paper form or given to Clay Bassham only**. However, by not participating in the Pre-Reflective Survey, your child will not be allowed to participate in the StrengthsQuest Instrument.

All records of this study will be kept private. No identifiers linking you or your child to this study will be included in any sort of report that might be published. Research records will be stored securely and only Clay Bassham will have access to these records. When the results of the research are published or discussed in conferences, no information will be included that would reveal your teenager's identity. If photographs, videos, or audio-tape recordings of your child will be used for educational purposes; his/her identity will be protected or disguised. Your child's information will be kept confidential and secure by using Texas A&M University's, Measurement and Research Services secure survey which guarantees that all information remains confidential and only accessible to the researcher conducting the study.

All subjects will be identified by a code number. The list of code numbers with the subject names will be kept in a separate, secure location. All data entered into computers will be password protected. This information will be stored for three years and then destroyed.

Whom do I contact with questions about the research?

If you have questions regarding this study, you may contact Clay Bassham, 979-458-0875 office, 979-823-0735 home, 979-324-7249 cell or by mail to 3008 Westwood Main, Bryan TX 77807.

Whom do I contact about my child's rights as a research participant?

This research study has been reviewed by the Human Subjects' Protection Program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979)458-4067 or irb@tamu.edu.

Complete This Page and Send Back

PARENT PERMISSION FORM

StrengthsQuest Study for Community Congregations at Bandina Christian Youth Camp in Texas

Signature

Please be sure you have read the above information, have asked all questions and received answers to your satisfaction. You will be given a copy of the consent form for your records. By signing this document, you consent to allow your child to participate in this study.

Signature of Parent/Guardian: _____ **Date:** _____

Printed Name: _____

Printed Name of Child: _____

Signature of Person Obtaining Permission: _____ **Date:** _____

Printed Name: _____

Email Address: _____ **Phone #** _____

Address: _____ **City, State & Zip** _____

Return to:

**Clay Bassham
3008 Westwood Main
Bryan, TX 77807**

Assent Form for Teenagers Between 14-18 Years of Age

StrengthsQuest Study for Community Congregations at Bandina Christian Youth Camp in Texas

Introduction

You have been asked to participate in a research project. We will be focusing on how you feel about the camp experience as well as learning your top five talents and how to use them.

What ages will participate?

Teenagers between 14 and 18 years of age

What will I be asked to do?

1. Have your parents to complete the Parent Consent Form and the second page (Camper's Signature) of this form before July 1, 2008 and mail this permission form in a self-addressed, stamped envelope to:

Camp Bandina Strengths Training
Clay Bassham
3008 Westwood Main
Bryan, TX 77807

2. Complete the PRE-Reflective Survey online at <http://esurvey.tamu.edu/mars/bcyc/prestrengths.htm> **url: <http://esurvey.tamu.edu/MARS/ReflectionSurvey/ReflectionSurvey.html>** by July 1, 2008. This survey takes approximately **15** minutes to complete. (This same survey will be done twice, once before camp and once after camp). **If you are unable to do the online Pre-Reflective Survey, please contact me, and I will send you a paper form of the Reflective Survey which you can fill out by hand and return to Clay Bassham at the address listed above.**
3. Complete the StrengthsQuest online at <https://www.strengthsquest.com/> by July 1, 2008 if you are enrolled in the Strengths Training elective class at Camp Bandina during the July 20-26, 2008 camp session.
4. Attend Camp Bandina's July 20-26, 2008 session and participate in the Strengths Training class one hour per day for five days.

5. Complete the POST-Reflective Survey at url:
<http://esurvey.tamu.edu/mars/bcyc/prestrengths.htm> by August 4, 2008. If you are unable to complete the online Post- Reflective Survey, a paper form of the Reflective Survey will be provided for you to complete. Complete the POST-Reflective Survey at url:
<http://esurvey.tamu.edu/mars/bcyc/prestrengths.htm> by August 4, 2008. **If you are unable to complete the online Post- Reflective Survey, a paper form of the Reflective Survey will be provided for you to complete.**

Complete This Page and Send Back

Assent Form for Teenagers Between 14-18 Years of Age

StrengthsQuest Study for Community Congregations at Bandina Christian Youth Camp in Texas

What are the risks involved in this study?

There are no potential risks in this study. All information accumulated on the Pre- and Post- Reflective Surveys will remain confidential. In addition, all analyses will be based on the entire group and no one participant will be singled out.

Do I have to participate in this research study?

No. Your participation is voluntary. If you feel uncomfortable participating in this study or if you have no interest in doing this study, you do not have to take this class. There are other elective classes available to you during this week of camp.

Who will know about my participation in this research study?

The Reflective Survey (both pre and post) results of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely, only Clay Bassham will have access to survey results.

How do I sign up for the Strengths Training Class at Camp Bandina?

Complete 1-5 listed under “**What will I be asked to do?**”

If you would like to participate in this study, please sign this page and return this page with the Parent Permission Form to Clay R. Bassham.

Camper’s Signature: _____ **Date:** _____

Return to this page and the parent’s signature page to:

**Clay Bassham
3008 Westwood Main
Bryan, TX 77807**

APPENDIX C

COPS

Channeling Opportunities thru Personal Strengths

Hey boys, Hey girls
 Whatcha gonna do, whatcha gonna do
 When you're out of school?
 Hey boys, Hey girls
 Whatcha gonna do, whatcha gonna do
 When you're out of school?

Hey boys, Hey girls
 Whatcha have, whatcha have
 Whatcha gonna do
 When jobs come for you
 Tell me
 Whatcha gonna do, whatcha gonna dooo
 Yeah, Yeah

Discover your top five strengths and those in the Bible who share them with you. Learn how to use your best talents to enrich relationships and how best to match your talents with possible career opportunities.

**CAMP BANDINA
 SUMMER SESSION
 JULY 21 – 25, 2008**

When you're a teen
 And you have your dreams
 Why not go to school
 And learn what makes you, you
 So you can use
 All your God-given tools
 If you get psyched
 You will get cool

You'll know strengths of that one
 You'll know strengths of this one
 You'll know strengths of your mother and
 You'll know strengths of your father
 You'll know strengths of your brothers and
 You'll know strengths of your sisters
 You'll know strengths of that one and
 You'll know strengths of me

Hey boys, Hey girls
 Whatcha gonna do, whatcha gonna do
 When you're out of school?
 Hey boys, Hey girls
 Whatcha gonna do, whatcha gonna do
 When you're out of school?

Hey boys, Hey girls
 Whatcha have, whatcha have
 Whatcha gonna do
 When college or jobs come for you
 Tell me
 Whatcha gonna do, whatcha gonna dooo
 Yeah, Yeah

Nobody naw give you no break
 Da World naw give you no break
 Satan naw give you no break
 Not even your best friends naw give you no break
 Hey, Hey

Why don't you learn your best strengths unseen
 Don't you know you're human being
 Born of a mother with the love of the Father
 Good talents come and good talents go
 I know sometimes you want to really know
 Hey, Hey
 I know sometimes you want to really know

There are 34 possible strengths identified by StrengthsFinder. Once you take the SF test, your top five strengths will be determined and studied during a special class time at Camp Bandina. Here's 34; what are your top five?

Achiever: Constant need for achievement; works hard to complete tasks
 Activator: Impatient for action and putting ideas into action
 Adaptability: Able to live in the moment
 Analytical: Prove it
 Arranger: Managing all the variables
 Belief: Having a core set of values
 Command: Takes charge
 Communication: Explains, describes, and is comfortable speaking publicly
 Competition: Rooted in comparison and performance driven
 Connectedness: All things happen for a reason
 Consistency: Balance is the key; treats everyone the same
 Context: Looking back helps bring things together in the present
 Deliberative: Careful, vigilant and private
 Developer: Sees potential in others
 Discipline: World has to be planned and predictable
 Empathy: Can feel how others feel
 Focus: Knows where they are headed
 Futuristic: Can dream and plan outside the box
 Harmony: Seeks areas of agreement
 Ideation: Fascinated by ideas
 Includer: Stretches the circle wider
 Individualization: Looks for unique qualities
 Input: Inquisitive, collects ideas and things
 Intellection: Likes to think, ponder
 Learner: Loves to learn
 Maximizer: Excellence is their measure
 Positivity: Quick to praise
 Relator: Pulls toward people they are close to
 Responsibility: Ownership to anything in which they are committed
 Restorative: Loves to solve problems; wants peace among friends and family
 Self Assurance: Faith is their strength
 Significance: Wants attention on what's important to them
 Strategic: Finds the best route
 Woo: Wins others over

Do you want to know more about strengths training? See URL:
<https://www.strengthsquest.com/>

Also, you can contact Clay Bassham, a graduate student at Texas A&M University, at 979-458-0875 office, or home 979-823-0735 or email c-bassham@tamu.edu.

Clay will be conducting a Strengths Training class this summer at Bandina Christian Youth Camp, July 21-25, 2008. Please contact Clay if you would like to be involved with this study.

Hey boys, Hey girls
Whatcha gonna do, whatcha gonna do
When you're out of school?
Hey boys, Hey girls
Whatcha gonna do, whatcha gonna do
When you're out of school?

Hey boys, Hey girls
Whatcha have, whatcha have
Whatcha gonna do
When college or jobs come for you
Tell me
Whatcha gonna do, whatcha gonna dooo
Yeah, Yeah

APPENDIX D

PRE- AND POST- SELF-REFLECTIVE SURVEY

Bubble in your all answers on the scantron. Please rate your level of agreement.

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am a confident person.					
2. I am excited or happy when I find a strength I have in common with another person.					
3. I believe I can do something better than 10,000 other people.					
4. I have a clear awareness of my personal strengths.					
5. I think cynical people are more realistic about life.					
6. I am confident that I will rise to the top of the profession I choose.					
7. I like to learn about myself.					
8. I am an optimistic person.					
9. I want to know what the people I work with do best.					
10. I am determined that each member of my family learns his/her strengths.					
11. I am curious about what the people around me do best.					
12. I believe there are some things I can learn and some things I cannot learn.					
13. I have a great deal of positive energy.					
14. Reflecting on my strengths helps me be in control of my life.					
15. Understanding my strengths helps me do what I do best every day.					
16. Understanding my strengths helps me be realistic about my expectations for the future.					
17. I can name my top five strengths.					
18. I think about my strengths as I plan each day.					

19. I affirm my friends' strengths every time I see them.					
20. I can name five of my weaknesses.					

Please rate your level of agreement with each of the following statements:

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21. I ignore my weaknesses.					
22. I feel my strengths are the gifts I am given to develop.					
23. I believe I can turn my weaknesses into strengths.					
24. My areas for greatest growth are in my areas of greatest weakness.					
25. I can identify my areas of weakness more specifically than I can identify my areas of strengths.					
26. I sometimes worry that others might find out what my weaknesses are.					
27. I feel other people see me in terms of my weaknesses rather than my strengths.					
28. I relate to people better when I focus on their strengths.					
29. I am more alive when I play to my strengths.					
30. My room for greatest growth is in the area of my strengths.					
31. I want to plan my career around my strengths.					
32. I want to develop my strengths and manage them around my weaknesses.					
33. I am clear about my life goals.					
34. I know what I can do to excellence.					
35. I know where I can excel.					
36. I am confident about					

the future.					
37. I help others discover their strengths.					
38. I understand myself.					
39. I look at life positively.					
40. I am proud of who I am					

Please rate your level of agreement with each of the following statements:

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
41. I am confident of my ability to build friendships.					
42. I have sound mental health.					
43. I see other people in light of their strengths.					
44. I now see areas where I have been criticized in a new light.					
45. I think positively about people from other cultural backgrounds.					
46. Other people sometimes intimidate me.					
47. Behaviors that I used to see as irritable, I now see as strengths.					
48. I am planning my future around my strengths.					
49. I am satisfied with my job performance.					
50. I am an academically confident person.					

51. I am compassionate towards others.					
52. I am accepting of myself.					
53. I value who I am as a person.					
54. I am completely satisfied with my life.					
55. I have peace of mind.					

APPENDIX E

STRENGTH THEMES IN THE BIBLE

Gallup's Living Your Strengths and Clay's Notes

Achiever	Communication	Discipline	Individualization	Responsibility
Activator	Competition	Empathy	Input	Restorative
Adaptability	Connectedness	Focus	Intellection	Self-Assurance
Analytical	Consistency	Futuristic	Learner	Significance
Arranger	Context	Harmony	Maximizer	Strategic
Belief	Deliberative	Ideation	Positivity	Woo
Command	Developer	Includer	Relator	

All following scripture references are taken from the Holy Bible, New International Version (NIV).

Achiever- constant need for achievement; works hard to complete task

James 2:14-16

14 What good is it, my brothers, if a man claims to have faith but has no deeds? Can such faith save him?

15 Suppose a brother or sister is without clothes and daily food.

16 If one of you says to him, "Go, I wish you well; keep warm and well fed," but does nothing about his physical needs, what good is it?

Hebrews 6:11-12

11 We want each of you to show this same diligence to the very end, in order to make your hope sure.

12 We do not want you to become lazy, but to imitate those who through faith and patience inherit what has been promised.

Acts 20:24

24 However, I consider my life worth nothing to me, if only I may finish the race and complete the task the Lord Jesus has given me — the task of testifying to the gospel of God's grace.

Luke 22:8-12

8 Jesus sent Peter and John, saying, "Go and make preparations for us to eat the Passover."

- 9 "Where do you want us to prepare for it?" they asked.
 10 He replied, "As you enter the city, a man carrying a jar of water will meet you. Follow him to the house that he enters,
 11 and say to the owner of the house, 'The Teacher asks: Where is the guest room, where I may eat the Passover with my disciples?'"
 12 He will show you a large upper room, all furnished. Make preparations there."

Activator- impatient for action; instigator—stands ready to put ideas into action

James 1:22-24

- 22 Do not merely listen to the word, and so deceive yourselves. Do what it says.
 23 Anyone who listens to the word but does not do what it says is like a man who looks at his face in a mirror
 24 and, after looking at himself, goes away and immediately forgets what he looks like.

John 13:14-15

- 14 Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet.
 15 I have set you an example that you should do as I have done for you.

Ecclesiastes 11:4-6

- 4 Whoever watches the wind will not plant; whoever looks at the clouds will not reap.
 5 As you do not know the path of the wind, or how the body is formed in a mother's womb, so you cannot understand the work of God, the Maker of all things.
 6 Sow your seed in the morning, and at evening let not your hands be idle, for you do not know which will succeed, whether this or that, or whether both will do equally well.

Acts 6:3-4

- 3 Brothers, choose seven men from among you who are known to be full of the Spirit and wisdom. We will turn this responsibility over to them
 4 and will give our attention to prayer and the ministry of the word."

Adaptability- lives in the moment

Matthew 6:34

- 34 Therefore do not worry about tomorrow, for tomorrow will worry about itself. Each day has enough trouble of its own.

Mark 10:13-16

- 13 People were bringing little children to Jesus to have him touch them, but the disciples rebuked them.
 14 When Jesus saw this, he was indignant. He said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these.
 15 I tell you the truth, anyone who will not receive the kingdom of God like a little child will never enter it."

16 And he took the children in his arms, put his hands on them and blessed them.

Luke 5:5-9

5 Simon answered, "Master, we've worked hard all night and haven't caught anything. But because you say so, I will let down the nets."

6 When they had done so, they caught such a large number of fish that their nets began to break.

7 So they signaled their partners in the other boat to come and help them, and they came and filled both boats so full that they began to sink.

8 When Simon Peter saw this; he fell at Jesus' knees and said, "Go away from me, Lord; I am a sinful man!"

9 For he and all his companions were astonished at the catch of fish they had taken,

Philippians 4:12-13

12 I know what it is to be in need, and I know what it is to have plenty. I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want.

13 I can do everything through him who gives me strength.

Luke 1:26-38

26 In the sixth month, God sent the angel Gabriel to Nazareth, a town in Galilee,
27 to a virgin pledged to be married to a man named Joseph, a descendant of David.
The virgin's name was Mary.

28 The angel went to her and said, "Greetings, you who are highly favored! The Lord is with you."

29 Mary was greatly troubled at his words and wondered what kind of greeting this might be.

30 But the angel said to her, "Do not be afraid, Mary, you have found favor with God.

31 You will be with child and give birth to a son, and you are to give him the name Jesus.

32 He will be great and will be called the Son of the Most High. The Lord God will give him the throne of his father David,

33 and he will reign over the house of Jacob forever; his kingdom will never end."

34 "How will this be," Mary asked the angel, "since I am a virgin?"

35 The angel answered, "The Holy Spirit will come upon you, and the power of the Most High will overshadow you. So the holy one to be born will be called the Son of God.

36 Even Elizabeth your relative is going to have a child in her old age, and she who was said to be barren is in her sixth month.

37 For nothing is impossible with God."

38 "I am the Lord's servant," Mary answered. "May it be to me as you have said." Then the angel left her.

Analytical- prove it

John 20:24-25

24 Now Thomas (called Didymus), one of the Twelve, was not with the disciples when Jesus came.

25 So the other disciples told him, "We have seen the Lord!" But he said to them, "Unless I see the nail marks in his hands and put my hand into his side, I will not believe it."

I Kings 3:9-12

9 "So give your servant a discerning heart to govern your people and to distinguish between right and wrong. For who is able to govern this great people of yours?"

10 The Lord was pleased that Solomon had asked for this.

11 So God said to him, "Since you have asked for this and not for long life or wealth for yourself, nor have asked for the death of your enemies but for discernment in administering justice,

12 I will do what you have asked. I will give you a wise and discerning heart, so that there will never have been anyone like you, nor will there ever be.

Acts 17:11

11 Now the Bereans were of more noble character than the Thessalonians, for they received the message with great eagerness and examined the Scriptures every day to see if what Paul said was true.

Judges 6:36-40

36 Gideon said to God, "If you will save Israel by my hand as you have promised—

37 look, I will place a wool fleece on the threshing floor. If there is dew only on the fleece and all the ground is dry, then I will know that you will save Israel by my hand, as you said."

38 And that is what happened. Gideon rose early the next day; he squeezed the fleece and wrung out the dew — a bowlful of water.

39 Then Gideon said to God, "Do not be angry with me. Let me make just one more request. Allow me one more test with the fleece. This time make the fleece dry and the ground covered with dew."

40 That night God did so. Only the fleece was dry; all the ground was covered with dew.

Arranger- manages all the variables

Luke 10:41-42

41 Martha, Martha," the Lord answered, "you are worried and upset about many things,

42 but only one thing is needed. Mary has chosen what is better, and it will not be taken away from her."

Proverbs 15:22

22 Plans fail for lack of counsel, but with many advisers they succeed.

Psalm 8:4-6

- 4 What is man that you are mindful of him, the son of man that you care for him?
 5 You made him a little lower than the heavenly beings and crowned him with glory and honor.
 6 You made him ruler over the works of your hands; you put everything under his feet:

Genesis 41:48-49

- 48 Joseph collected all the food produced in those seven years of abundance in Egypt and stored it in the cities. In each city he put the food grown in the fields surrounding it.
 49 Joseph stored up huge quantities of grain, like the sand of the sea; it was so much that he stopped keeping records because it was beyond measure.

Belief- unchanging core values, morale values with a defined purpose

Luke 17:6

- 6 He replied, "If you have faith as small as a mustard seed, you can say to this mulberry tree, 'Be uprooted and planted in the sea' and it will obey you."

Joshua 24:15

- 15 "But if serving the LORD seems undesirable to you, then choose for yourselves this day whom you will serve, whether the gods your forefathers served beyond the River, or the gods of the Amorites, in whose land you are living. But as for me and my household, we will serve the LORD."

Colossians 3:24

- 24 Since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving.

John 20:27-28

- 27 Then he said to Thomas, "Put your finger here; see my hands. Reach out your hand and put it into my side. Stop doubting and believe."
 28 Thomas said to him, "My Lord and my God!"

Command- takes charge

John 2:15

- 15 So he made a whip out of cords, and drove all from the temple area, both sheep and cattle; he scattered the coins of the money changers and overturned their tables.

1 Samuel 17:32-37

- 32 David said to Saul, "Let no one lose heart on account of this Philistine; your servant will go and fight him."
 33 Saul replied, "You are not able to go out against this Philistine and fight him; you are only a boy, and he has been a fighting man from his youth."
 34 But David said to Saul, "Your servant has been keeping his father's sheep. When a lion or a bear came and carried off a sheep from the flock,

- 35 I went after it, struck it and rescued the sheep from its mouth. When it turned on me, I seized it by its hair, struck it and killed it.
- 36 Your servant has killed both the lion and the bear; this uncircumcised Philistine will be like one of them, because he has defied the armies of the living God.
- 37 The LORD who delivered me from the paw of the lion and the paw of the bear will deliver me from the hand of this Philistine." Saul said to David, "Go, and the LORD be with you."

Isaiah 36:13-21

- 13 Then the commander stood and called out in Hebrew, "Hear the words of the great king, the king of Assyria!
- 14 This is what the king says: Do not let Hezekiah deceive you. He cannot deliver you!
- 15 Do not let Hezekiah persuade you to trust in the LORD when he says, 'The LORD will surely deliver us; this city will not be given into the hand of the king of Assyria.'"
- 16 "Do not listen to Hezekiah. This is what the king of Assyria says: 'Make peace with me and come out to me. Then every one of you will eat from his own vine and fig tree and drink water from his own cistern,
- 17 until I come and take you to a land like your own — a land of grain and new wine, a land of bread and vineyards.'"
- 18 "Do not let Hezekiah mislead you when he says, 'The LORD will deliver us.' Has the god of any nation ever delivered his land from the hand of the king of Assyria?"
- 19 "Where are the gods of Hamath and Arpad? Where are the gods of Sepharvaim? Have they rescued Samaria from my hand?"
- 20 "Who of all the gods of these countries has been able to save his land from me? How then can the LORD deliver Jerusalem from my hand?"
- 21 But the people remained silent and said nothing in reply, because the king (Hezekiah) had commanded, "Do not answer him."

Exodus 2:1-9

- 1 Now a man of the house of Levi married a Levite woman,
- 2 and she became pregnant and gave birth to a son. When she saw that he was a fine child, she hid him for three months.
- 3 But when she could hide him no longer, she got a papyrus basket for him and coated it with tar and pitch. Then she placed the child in it and put it among the reeds along the bank of the Nile.
- 4 His sister stood at a distance to see what would happen to him.
- 5 Then Pharaoh's daughter went down to the Nile to bathe, and her attendants were walking along the river bank. She saw the basket among the reeds and sent her slave girl to get it.
- 6 She opened it and saw the baby. He was crying, and she felt sorry for him. "This is one of the Hebrew babies," she said.
- 7 Then his sister asked Pharaoh's daughter, "Shall I go and get one of the Hebrew women to nurse the baby for you?"
- 8 "Yes, go," she answered. And the girl went and got the baby's mother.

9 Pharaoh's daughter said to her, "Take this baby and nurse him for me, and I will pay you." So the woman took the baby and nursed him.

Communication- good at putting thoughts into words; can explain and describe; comfortable speaking publicly

Luke 3:3-6

- 3 He went into all the country around the Jordan, preaching a baptism of repentance for the forgiveness of sins.
- 4 As is written in the book of the words of Isaiah the prophet: "A voice of one calling in the desert, 'Prepare the way for the Lord, make straight paths for him.
- 5 Every valley shall be filled in, every mountain and hill made low. The crooked roads shall become straight, the rough ways smooth.
- 6 And all mankind will see God's salvation.'"

Matthew 7:28-29

28 When Jesus had finished saying these things, the crowds were amazed at his teaching,

29 because he taught as one who had authority, and not as their teachers of the law.

Matthew 13:34

34 Jesus spoke all these things to the crowd in parables; he did not say anything to them without using a parable.

Ecclesiastes 12:9-11

9 Not only was the Teacher wise, but also he imparted knowledge to the people. He pondered and searched out and set in order many proverbs.

10 The Teacher searched to find just the right words, and what he wrote was upright and true.

11 The words of the wise are like goads, their collected sayings like firmly embedded nails—given by one Shepherd.

Romans 10:14-15

14 How, then, can they call on the one they have not believed in? And how can they believe in the one of whom they have not heard? And how can they hear without someone preaching to them?

15 And how can they preach unless they are sent? As it is written, "How beautiful are the feet of those who bring good news!"

Competition- rooted in comparison; performance driven

I John 4:4

4 You, dear children, are from God and have overcome them, because the one who is in you is greater than the one who is in the world.

1 Corinthians 9:24-26

24 Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize.

25 Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever.

26 Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air.

1 Corinthians 15:54-57

54 When the perishable has been clothed with the imperishable, and the mortal with immortality, then the saying that is written will come true: "Death has been swallowed up in victory."

55 "Where, O death, is your victory? Where, O death is your sting?"

56 The sting of death is sin, and the power of sin is the law.

57 But thanks be to God! He gives us the victory through our Lord Jesus Christ.

1 Kings 18:22-39

22 Then Elijah said to them, "I am the only one of the LORD's prophets left, but Baal has four hundred and fifty prophets.

23 Get two bulls for us. Let them choose one for themselves, and let them cut it into pieces and put it on the wood but not set fire to it. I will prepare the other bull and put it on the wood but not set fire to it.

24 Then you call on the name of your god, and I will call on the name of the LORD. The god who answers by fire — he is God."

Then all the people said, "What you say is good."

25 Elijah said to the prophets of Baal, "Choose one of the bulls and prepare it first, since there are so many of you. Call on the name of your god, but do not light the fire."

26 So they took the bull given them and prepared it. Then they called on the name of Baal from morning till noon. "O Baal, answer us!" they shouted. But there was no response; no one answered. And they danced around the altar they had made.

27 At noon Elijah began to taunt them. "Shout louder!" he said. "Surely he is a god! Perhaps he is deep in thought, or busy, or traveling. Maybe he is sleeping and must be awakened."

28 So they shouted louder and slashed themselves with swords and spears, as was their custom, until their blood flowed.

29 Midday passed, and they continued their frantic prophesying until the time for the evening sacrifice. But there was no response, no one answered, no one paid attention.

30 Then Elijah said to all the people, "Come here to me." They came to him, and he repaired the altar of the LORD, which was in ruins.

31 Elijah took twelve stones, one for each of the tribes descended from Jacob, to whom the word of the LORD had come, saying, "Your name shall be Israel."

32 With the stones he built an altar in the name of the LORD, and he dug a trench around it large enough to hold two seahs of seed.

33 He arranged the wood, cut the bull into pieces and laid it on the wood. Then he said to them, "Fill four large jars with water and pour it on the offering and on the wood."

34 "Do it again," he said, and they did it again. "Do it a third time," he ordered, and they did it the third time.

35 The water ran down around the altar and even filled the trench.

- 36 At the time of sacrifice, the prophet Elijah stepped forward and prayed: "O LORD, God of Abraham, Isaac and Israel, let it be known today that you are God in Israel and that I am your servant and have done all these things at your command.
- 37 Answer me, O LORD, answer me, so these people will know that you, O LORD, are God, and that you are turning their hearts back again."
- 38 Then the fire of the LORD fell and burned up the sacrifice, the wood, the stones and the soil, and also licked up the water in the trench.
- 39 When all the people saw this, they fell prostrate and cried, "The LORD-he is God! The LORD-he is God!"

Connectedness- all things happen for a reason; no coincidences; a common bond between all things
Romans 8:28

- 28 And we know that in all things God works for the good of those who love him, who have been called according to his purpose.

Matthew 7:7-8

- 7 "Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.
- 8 For everyone who asks receives; he who seeks finds; and to him who knocks, the door will be opened."

Ephesians 4:3-6

- 3 Make every effort to keep the unity of the Spirit through the bond of peace.
- 4 There is one body and one Spirit—just as you were called to one hope when you were called—
- 5 one Lord, one faith, one baptism;
- 6 one God and Father of all, who is over all and through all and in all.

1 Corinthians 12:18-19

- 18 But in fact God has arranged the parts in the body, every one of them, just as he wanted them to be.
- 19 If they were all one part, where would the body be?

1 Corinthians 12:26-27

- 26 If one part suffers, every part suffers with it; if one part is honored, every part rejoices with it.
- 27 Now you are the body of Christ, and each one of you is a part of it.

Consistency- balance is the key; treats everyone the same; seeks fairness for all
James 2:1

- 1 My brothers, as believers in our glorious Lord Jesus Christ, don't show favoritism.

James 2:8-9

- 8 If you really keep the royal law found in Scripture, "Love your neighbor as yourself," you are doing right.

9 But if you show favoritism, you sin and are convicted by the law as lawbreakers.

Matthew 5:45

45 that you may be sons of your Father in heaven. He causes his sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous.

Romans 12:3

3 For by the grace given me I say to every one of you: Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment, in accordance with the measure of faith God has given you.

Context- studying history helps understanding the present; uses the past to bring things together

Deuteronomy 4:9-10

9 Only be careful, and watch yourselves closely so that you do not forget the things your eyes have seen or let them slip from your heart as long as you live. Teach them to your children and to their children after them.

10 Remember the day you stood before the LORD your God at Horeb, when he said to me, "Assemble the people before me to hear my words so that they may learn to revere me as long as they live in the land and may teach them to their children."

Hebrews 1:1-2

1 In the past God spoke to our forefathers through the prophets at many times and in various ways,

2 but in these last days he has spoken to us by his Son, whom he appointed heir of all things, and through whom he made the universe.

Joshua 4:5-7

5 and said to them, "Go over before the ark of the LORD your God into the middle of the Jordan. Each of you is to take up a stone on his shoulder, according to the number of the tribes of the Israelites,

6 to serve as a sign among you. In the future, when your children ask you, 'What do these stones mean?'

7 tell them that the flow of the Jordan was cut off before the ark of the covenant of the LORD. When it crossed the Jordan, the waters of the Jordan were cut off. These stones are to be a memorial to the people of Israel forever."

Ecclesiastes 3:15

15 Whatever is has already been, and what will be has been before; and God will call the past to account.

Deliberative- careful, vigilant; can be a private person

Ephesians 5:15-16

15 Be very careful, then, how you live—not as unwise but as wise,

16 making the most of every opportunity, because the days are evil.

James 1:19-20

- 19 My dear brothers, take note of this: Everyone should be quick to listen, slow to speak and slow to become angry,
20 for man's anger does not bring about the righteous life that God desires.

Luke 14:25-30

- 25 Large crowds were traveling with Jesus, and turning to them he said:
26 "If anyone comes to me and does not hate his father and mother, his wife and children, his brothers and sisters—yes, even his own life—he cannot be my disciple.
27 And anyone who does not carry his cross and follow me cannot be my disciple."
28 "Suppose one of you wants to build a tower. Will he not first sit down and estimate the cost to see if he has enough money to complete it?
29 For if he lays the foundation and is not able to finish it, everyone who sees it will ridicule him,
30 saying, 'This fellow began to build and was not able to finish.'"

Hebrews 12:14-15

- 14 Make every effort to live in peace with all men and to be holy; without holiness no one will see the Lord.
15 See to it that no one misses the grace of God and that no bitter root grows up to cause trouble and defile many.

1 Samuel 25:14-42

- 14 One of the servants told Nabal's wife Abigail: "David sent messengers from the desert to give our master his greetings, but he hurled insults at them.
15 Yet these men were very good to us. They did not mistreat us, and the whole time we were out in the fields near them nothing was missing.
16 Night and day they were a wall around us all the time we were herding our sheep near them.
17 Now think it over and see what you can do, because disaster is hanging over our master and his whole household. He is such a wicked man that no one can talk to him."
18 Abigail lost no time. She took two hundred loaves of bread, two skins of wine, five dressed sheep, five seahs of roasted grain, a hundred cakes of raisins and two hundred cakes of pressed figs, and loaded them on donkeys.
19 Then she told her servants, "Go on ahead; I'll follow you." But she did not tell her husband Nabal.
20 As she came riding her donkey into a mountain ravine, there were David and his men descending toward her, and she met them.
21 David had just said, "It's been useless — all my watching over this fellow's property in the desert so that nothing of his was missing. He has paid me back evil for good.
22 May God deal with David, be it ever so severely, if by morning I leave alive one male of all who belong to him!"
23 When Abigail saw David, she quickly got off her donkey and bowed down before David with her face to the ground.

24 She fell at his feet and said: "My lord, let the blame be on me alone. Please let your servant speak to you; hear what your servant has to say.

25 May my lord pay no attention to that wicked man Nabal. He is just like his name — his name is Fool, and folly goes with him. But as for me, your servant, I did not see the men my master sent.

26 Now since the LORD has kept you, my master, from bloodshed and from avenging yourself with your own hands, as surely as the LORD lives and as you live, may your enemies and all who intend to harm my master be like Nabal.

27 And let this gift, which your servant has brought to my master, be given to the men who follow you.

28 Please forgive your servant's offense, for the LORD will certainly make a lasting dynasty for my master, because he fights the LORD's battles. Let no wrongdoing be found in you as long as you live.

29 Even though someone is pursuing you to take your life, the life of my master will be bound securely in the bundle of the living by the LORD your God. But the lives of your enemies He will hurl away as from the pocket of a sling.

30 When the LORD has done for my master every good thing he promised concerning him and has appointed him leader over Israel,

31 my master will not have on his conscience the staggering burden of needless bloodshed or of having avenged himself. And when the LORD has brought my master success, remember your servant."

32 David said to Abigail, "Praise be to the LORD, the God of Israel, who has sent you today to meet me.

33 May you be blessed for your good judgment and for keeping me from bloodshed this day and from avenging myself with my own hands.

34 Otherwise, as surely as the LORD, the God of Israel, lives, who has kept me from harming you, if you had not come quickly to meet me, not one male belonging to Nabal would have been left alive by daybreak."

35 Then David accepted from her hand what she had brought him and said, "Go home in peace. I have heard your words and granted your request."

36 When Abigail went to Nabal, he was in the house holding a banquet like that of a king. He was in high spirits and very drunk. So she told him nothing until daybreak.

37 Then in the morning, when Nabal was sober, his wife told him all these things, and his heart failed him and he became like a stone. 38 About ten days later, the LORD struck Nabal and he died.

39 When David heard that Nabal was dead, he said, "Praise be to the LORD, who has upheld my cause against Nabal for treating me with contempt. He has kept his servant from doing wrong and has brought Nabal's wrongdoing down on his own head."

Then David sent word to Abigail, asking her to become his wife.

40 His servants went to Carmel and said to Abigail, "David has sent us to you to take you to become his wife."

41 She bowed down with her face to the ground and said, "Here is your maidservant, ready to serve you and wash the feet of my master's servants."

42 Abigail quickly got on a donkey and, attended by her five maids, went with David's messengers and became his wife.

Developer- sees potential in others

John 1:41-42

41 The first thing Andrew did was to find his brother Simon and tell him, “We have found the Messiah” (that is, the Christ).

42 And he brought him to Jesus. Jesus looked at him and said, “You are Simon son of John. You will be called Cephas” (which, when translated, is Peter).

Acts 11:22-26

22 News of this reached the ears of the church at Jerusalem, and they sent Barnabas to Antioch.

23 When he arrived and saw the evidence of the grace of God, he was glad and encouraged them all to remain true to the Lord with all their hearts.

24 He was a good man, full of the Holy Spirit and faith, and a great number of people were brought to the Lord.

25 Then Barnabas went to Tarsus to look for Saul,

26 and when he found him, he brought him to Antioch. So for a whole year Barnabas and Saul met with the church and taught great numbers of people. The disciples were called Christians first at Antioch.

Philippians 1:3-6

3 I thank my God every time I remember you.

4 In all my prayers for all of you, I always pray with joy

5 because of your partnership in the gospel from the first day until now,

6 being confident of this, that he who began a good work in you will carry it on to completion until the day of Christ Jesus.

2 Timothy 2:12-15

12 If we endure, we will also reign with him. If we disown him, he will also disown us;

13 if we are faithless, he will remain faithful, for he cannot disown himself.

14 Keep reminding them of these things. Warn them before God against quarreling about words; it is of no value, and only ruins those who listen.

15 Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.

1 Thessalonians 2:7-8

7 but we were gentle among you, like a mother caring for her little children.

8 We loved you so much that we were delighted to share with you not only the gospel of God but our lives as well, because you had become so dear to us.

1 Thessalonians 2:11-12

11 For you know that we dealt with each of you as a father deals with his own children,

12 encouraging, comforting and urging you to live lives worthy of God, who calls you into his kingdom and glory.

Discipline- routine and structure; planned and predictable

1 Corinthians 14:40

40 But everything should be done in a fitting and orderly way.

1 Chronicles 28:19

19 "All this," David said, "I have in writing from the hand of the LORD upon me, and he gave me understanding in all the details of the plan."

Proverbs 21:5

5 The plans of the diligent lead to profit as surely as haste leads to poverty.

Proverbs 6:20-24

20 My son, keep your father's commands and do not forsake your mother's teaching.

21 Bind them upon your heart forever; fasten them around your neck.

22 When you walk, they will guide you; when you sleep, they will watch over you; when you awake, they will speak to you.

23 For these commands are a lamp, this teaching is a light, and the corrections of discipline are the way to life,

24 keeping you from the immoral woman, from the smooth tongue of the wayward wife.

Empathy- can sense how others feel as though it has happened to them; a keen awareness of how others react

John 11:33-35

33 When Jesus saw her weeping, and the Jews who had come along with her also weeping, he was deeply moved in spirit and troubled.

34 "Where have you laid him?" he asked. "Come and see, Lord," they replied.

35 Jesus wept.

Romans 12:5

5 So in Christ we who are many form one body, and each member belongs to all the others.

Luke 8:43-48

43 And a woman was there who had been subject to bleeding for twelve years, but no one could heal her.

44 She came up behind him and touched the edge of his cloak, and immediately her bleeding stopped.

45 "Who touched me?" Jesus asked. When they all denied it, Peter said, "Master, the people are crowding and pressing against you."

46 But Jesus said, "Someone touched me; I know that power has gone out from me."

47 Then the woman, seeing that she could not go unnoticed, came trembling and fell at his feet. In the presence of all the people, she told why she had touched him and how she had been instantly healed.

48 Then he said to her, "Daughter, your faith has healed you. Go in peace."

Ruth 1:8-18

8 Then Naomi said to her two daughters-in-law, "Go back, each of you, to your mother's home. May the LORD show kindness to you, as you have shown to your dead and to me.

9 May the LORD grant that each of you will find rest in the home of another husband." Then she kissed them and they wept aloud

10 and said to her, "We will go back with you to your people."

11 But Naomi said, "Return home, my daughters. Why would you come with me? Am I going to have any more sons, who could become your husbands?

12 Return home, my daughters; I am too old to have another husband. Even if I thought there was still hope for me — even if I had a husband tonight and then gave birth to sons—

13 would you wait until they grew up? Would you remain unmarried for them? No, my daughters. It is more bitter for me than for you, because the LORD's hand has gone out against me!"

14 At this they wept again. Then Orpah kissed her mother-in-law good-by, but Ruth clung to her.

15 "Look," said Naomi, "your sister-in-law is going back to her people and her gods. Go back with her."

16 But Ruth replied, "Don't urge me to leave you or to turn back from you. Where you go I will go, and where you stay I will stay. Your people will be my people and your God my God.

17 Where you die I will die, and there I will be buried. May the LORD deal with me, be it ever so severely, if anything but death separates you and me."

18 When Naomi realized that Ruth was determined to go with her, she stopped urging her.

Focus- driven with a purpose; sets a target and acts

Luke 9:51

51 As the time approached for him to be taken up to heaven, Jesus resolutely set out for Jerusalem.

Philippians 3:12-14

12 Not that I have already obtained all this, or have already been made perfect, but I press on to take hold of that for which Christ Jesus took hold of me.

13 Brothers, I do not consider myself yet to have taken hold of it. But one thing I do: Forgetting what is behind and straining toward what is ahead,

14 I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus.

Hebrews 12:1-2

1 Therefore, since we are surrounded by such a great cloud of witnesses, let us throw off everything that hinders and the sin that so easily entangles, and let us run with perseverance the race marked out for us.

2 Let us fix our eyes on Jesus, the author and perfecter of our faith, who for the joy set before him endured the cross, scorning its shame, and sat down at the right hand of the throne of God.

Mark 9:26-29

26 The spirit shrieked, convulsed him violently and came out. The boy looked so much like a corpse that many said, "He's dead."

27 But Jesus took him by the hand and lifted him to his feet, and he stood up.

28 After Jesus had gone indoors, his disciples asked him privately, "Why couldn't we drive it out?"

29 He replied, "This kind can come out only by prayer."

Futuristic- sees outside the box; visionary; inspired by "what could be"

Proverbs 29:18

18 Where there is no revelation, the people cast off restraint; but blessed is he who keeps the law.

Joel 2:28

28 'And afterward, I will pour out my Spirit on all people. Your sons and daughters will prophesy, your old men will dream dreams, your young men will see visions.'

Jeremiah 29:11

11 "For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future."

Romans 8:18-21

18 I consider that our present sufferings are not worth comparing with the glory that will be revealed in us.

19 The creation waits in eager expectation for the sons of God to be revealed.

20 For the creation was subjected to frustration, not by its own choice, but by the will of the one who subjected it, in hope

21 that the creation itself will be liberated from its bondage to decay and brought into the glorious freedom of the children of God.

Harmony- seeks consensus, areas of agreement

Romans 12:16

16 Live in harmony with one another. Do not be proud, but be willing to associate with people of low position. Do not be conceited.

1 Corinthians 1:10

10 I appeal to you, brothers, in the name of our Lord Jesus Christ, that all of you agree with one another so that there may be no divisions among you and that you may be perfectly united in mind and thought.

Matthew 5:9

9 Blessed are the peacemakers, for they will be called sons of God.

1 Peter 3:8-9

8 Finally, all of you, live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble.

9 Do not repay evil with evil or insult with insult, but with blessing, because to this you were called so that you may inherit a blessing.

Psalm 133

1 How good and pleasant it is when brothers live together in unity!

2 It is like precious oil poured on the head, running down on the beard, running down on Aaron's beard, down upon the collar of his robes.

3 It is as if the dew of Hermon were falling on Mount Zion. For there the LORD bestows his blessing, even life forevermore.

Ideation- fascinated by ideas; finds connections others do not see

Isaiah 65:17-18

17 "Behold, I will create new heavens and a new earth. The former things will not be remembered, nor will they come to mind.

18 But be glad and rejoice forever in what I will create, for I will create Jerusalem to be a delight and its people a joy.

Romans 12:2

2 Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—his good, pleasing and perfect will.

Revelation 4:11

11 "You are worthy, our Lord and God, to receive glory and honor and power, for you created all things, and by your will they were created and have their being."

1 Kings 3:23-28

23 The king said, "This one says, 'My son is alive and your son is dead,' while that one says, 'No! Your son is dead and mine is alive.'"

24 Then the king said, "Bring me a sword." So they brought a sword for the king.

25 He then gave an order: "Cut the living child in two and give half to one and half to the other."

26 The woman whose son was alive was filled with compassion for her son and said to the king, "Please, my lord, give her the living baby! Don't kill him!" But the other said, "Neither I nor you shall have him. Cut him in two!"

27 Then the king gave his ruling: "Give the living baby to the first woman. Do not kill him; she is his mother."

28 When all Israel heard the verdict the king had given, they held the king in awe, because they saw that he had wisdom from God to administer justice.

Includer- stretches the circle wider

Galatians 3:28

28 There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.

John 3:16

16 "For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life."

Philemon 17

17 So if you consider me a partner, welcome him as you would welcome me.

Romans 15:7

7 Accept one another, then, just as Christ accepted you, in order to bring praise to God.

Acts 9:36-39

36 In Joppa there was a disciple named Tabitha (which, when translated, is Dorcas), who was always doing good and helping the poor.

37 About that time she became sick and died, and her body was washed and placed in an upstairs room.

38 Lydda was near Joppa; so when the disciples heard that Peter was in Lydda, they sent two men to him and urged him, "Please come at once!"

39 Peter went with them, and when he arrived he was taken upstairs to the room. All the widows stood around him, crying and showing him the robes and other clothing that Dorcas had made while she was still with them.

Individualization- looks for unique qualities in others; a gift for integrating different personalities

Luke 12:7

7 Indeed, the very hairs of your head are all numbered. Don't be afraid; you are worth more than many sparrows.

Psalms 139:1-3

1 O LORD, you have searched me and you know me.

2 You know when I sit and when I rise; you perceive my thoughts from afar.

3 You discern my going out and my lying down; you are familiar with all my ways.

1 Samuel 16:7

7 But the LORD said to Samuel, "Do not consider his appearance or his height, for I have rejected him. The LORD does not look at the things man looks at. Man looks at the outward appearance, but the LORD looks at the heart."

John 10:3-4

3 The watchman opens the gate for him, and the sheep listen to his voice. He calls his own sheep by name and leads them out.

4 When he has brought out all his own, he goes on ahead of them, and his sheep follow him because they know his voice.

Input- inquisitive; yearns to know more; archives all types of information/things

John 21:25

25 Jesus did many other things as well. If every one of them were written down, I suppose that even the whole world would not have room for the books that would be written.

2 Timothy 4:13

13 When you come, bring the cloak that I left with Carpus at Troas, and my scrolls, especially the parchments.

Proverbs 2:1-5

1 My son, if you accept my words and store up my commands within you,
2 turning your ear to wisdom and applying your heart to understanding,
3 and if you call out for insight and cry aloud for understanding,
4 and if you look for it as for silver and search for it as for hidden treasure,
5 then you will understand the fear of the LORD and find the knowledge of God.

Luke 2:46-48

46 After three days they found him in the temple courts, sitting among the teachers, listening to them and asking them questions.

47 Everyone who heard him was amazed at his understanding and his answers.

48 When his parents saw him, they were astonished. His mother said to him, "Son, why have you treated us like this? Your father and I have been anxiously searching for you."

Luke 2:49-50

49 *"Why were you searching for me?" he asked. "Didn't you know I had to be in my Father's house?"*

Intellection- likes to think, ponder; introspective

Luke 2:46-47

46 After three days they found him in the temple courts, sitting among the teachers, listening to them and asking them questions.

47 Everyone who heard him was amazed at his understanding and his answers.

Acts 17:17-18

17 So he reasoned in the synagogue with the Jews and the God-fearing Greeks, as well as in the marketplace day by day with those who happened to be there.

18 A group of Epicurean and Stoic philosophers began to dispute with him. Some of them asked, "What is this babbler trying to say?" Others remarked, "He seems to be advocating foreign gods." They said this because Paul was preaching the good news about Jesus and the resurrection.

1 Peter 1:13

13 Therefore, prepare your minds for action; be self-controlled; set your hope fully on the grace to be given you when Jesus Christ is revealed.

Luke 2:16-20

16 So they hurried off and found Mary and Joseph, and the baby, who was lying in the manger.

17 When they had seen him, they spread the word concerning what had been told them about this child,

18 and all who heard it were amazed at what the shepherds said to them.

19 But Mary treasured up all these things and pondered them in her heart.

Proverbs 4:7-9

7 Wisdom is supreme; therefore get wisdom. Though it cost all you have, get understanding.

8 Esteem her, and she will exalt you; embrace her, and she will honor you.

9 She will set a garland of grace on your head and present you with a crown of splendor."

Learner- loves to learn; seeks continual improvement

Daniel 1:3-4

3 Then the king ordered Ashpenaz, chief of his court officials, to bring in some of the Israelites from the royal family and the nobility—

4 young men without any physical defect, handsome, showing aptitude for every kind of learning, well informed, quick to understand, and qualified to serve in the king's palace. He was to teach them the language and literature of the Babylonians.

Luke 10:38-39

38 As Jesus and his disciples were on their way, he came to a village where a woman named Martha opened her home to him.

39 She had a sister called Mary, who sat at the Lord's feet listening to what he said.

Ezra 7:10

10 For Ezra had devoted himself to the study and observance of the Law of the LORD, and to teaching its decrees and laws in Israel.

2 Timothy 3:14-17

14 But as for you, continue in what you have learned and have become convinced of, because you know those from whom you learned it,

15 and how from infancy you have known the holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus.

16 All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness,

17 so that the man of God may be thoroughly equipped for every good work.

Maximizer- excellence is their measure; seeks to make something good, exceptional
2 Kings 2:9-12

9 When they had crossed, Elijah said to Elisha, “Tell me, what can I do for you before I am taken from you?” “Let me inherit a double portion of your spirit,” Elisha replied.

10 “You have asked a difficult thing,” Elijah said, “yet if you see me when I am taken from you, it will be yours—otherwise not.”

11 As they were walking along and talking together, suddenly a chariot of fire and horses of fire appeared and separated the two of them, and Elijah went up to heaven in a whirlwind.

12 Elisha saw this and cried out, “My father! My father! The chariots and horsemen of Israel!” And Elisha saw him no more. Then he took hold of his own clothes and tore them apart.

2 Corinthians 8:7

7 But just as you excel in everything—in faith, in speech, in knowledge, in complete earnestness and in your love for us—see that you also excel in this grace of giving.

Numbers 18:29

29 ‘You must present as the LORD's portion the best and holiest part of everything given to you.’

Isaiah 40:31

31 but those who hope in the LORD will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.

Matthew 25:19-21

19 "After a long time the master of those servants returned and settled accounts with them.

20 The man who had received the five talents brought the other five. 'Master,' he said, 'you entrusted me with five talents. See, I have gained five more.'

21 "His master replied, 'Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things. Come and share your master's happiness!'"

Positivity- upbeat, enthusiastic; energized about what they are involved with

Proverbs 17:22

22 A cheerful heart is good medicine, but a crushed spirit dries up the bones.

Luke 15:32

32 “But we had to celebrate and be glad, because this brother of yours was dead and is alive again; he was lost and is found.”

Philippians 4:8

8 Finally, brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable-- if anything is excellent or praiseworthy—think about such things.

1 Thessalonians 5:16-18

16 Be joyful always;
17 pray continually;
18 give thanks in all circumstances, for this is God's will for you in Christ Jesus.

Nehemiah 8:10

10 Nehemiah said, "Go and enjoy choice food and sweet drinks, and send some to those who have nothing prepared. This day is sacred to our Lord. Do not grieve, for the joy of the LORD is your strength."

2 Corinthians 8:16-18

16 I thank God, who put into the heart of Titus the same concern I have for you.
17 For Titus not only welcomed our appeal, but he is coming to you with much enthusiasm and on his own initiative.

Romans 5:1-5

1 Therefore, since we have been justified through faith, we have peace with God through our Lord Jesus Christ,
2 through whom we have gained access by faith into this grace in which we now stand. And we rejoice in the hope of the glory of God.
3 Not only so, but we also rejoice in our sufferings, because we know that suffering produces perseverance;
4 perseverance, character; and character, hope.
5 And hope does not disappoint us, because God has poured out his love into our hearts by the Holy Spirit, whom he has given us.

Relater- seeks close relationships with others; finds deep gratification in “being there” for people they know

Proverbs 18:24

24 A man of many companions may come to ruin, but there is a friend who sticks closer than a brother.

Ecclesiastes 4:9-12

9 Two are better than one, because they have a good return for their work:
10 If one falls down, his friend can help him up. But pity the man who falls and has no one to help him up!
11 Also, if two lie down together, they will keep warm. But how can one keep warm alone?
12 Though one may be overpowered, two can defend themselves. A cord of three strands is not quickly broken.

1 Samuel 19:1-3

1 Saul told his son Jonathan and all the attendants to kill David. But Jonathan was very fond of David

2 and warned him, "My father Saul is looking for a chance to kill you. Be on your guard tomorrow morning; go into hiding and stay there.

3 I will go out and stand with my father in the field where you are. I'll speak to him about you and will tell you what I find out."

Acts 10:22-24

22 The men replied, "We have come from Cornelius the centurion. He is a righteous and God-fearing man, who is respected by all the Jewish people. A holy angel told him to have you come to his house so that he could hear what you have to say."

23 Then Peter invited the men into the house to be his guests. The next day Peter started out with them, and some of the brothers from Joppa went along.

24 The following day he arrived in Caesarea. Cornelius was expecting them and had called together his relatives and close friends.

Responsibility- ownership of anything in which they are committed; intensely dedicated; loyal, honest

Daniel 6:4

4 At this, the administrators and the satraps tried to find grounds for charges against Daniel in his conduct of government affairs, but they were unable to do so. They could find no corruption in him, because he was trustworthy and neither corrupt nor negligent.

Matthew 25:34-40

34 "Then the King will say to those on his right, 'Come, you who are blessed by my Father; take your inheritance, the kingdom prepared for you since the creation of the world.

35 For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in,

36 I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.'"

37 "Then the righteous will answer him, 'Lord, when did we see you hungry and feed you, or thirsty and give you something to drink?

38 When did we see you a stranger and invite you in, or needing clothes and clothe you?

39 When did we see you sick or in prison and go to visit you?"

40 "The King will reply, 'I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me.'"

Genesis 7:5

5 And Noah did all that the LORD commanded him.

Proverbs 31:12-17

12 She brings him good, not harm, all the days of her life.

13 She selects wool and flax and works with eager hands.

- 14 She is like the merchant ships, bringing her food from afar.
- 15 She gets up while it is still dark; she provides food for her family and portions for her servant girls.
- 16 She considers a field and buys it; out of her earnings she plants a vineyard.
- 17 She sets about her work vigorously; her arms are strong for her tasks.

John 19:25-27

- 25 Near the cross of Jesus stood his mother, his mother's sister, Mary the wife of Clopas, and Mary Magdalene.
- 26 When Jesus saw his mother there, and the disciple whom he loved standing nearby, he said to his mother, "Dear woman, here is your son,"
- 27 and to the disciple, "Here is your mother." From that time on, this disciple took her into his home.

Esther 8:5-8

- 5 "If it pleases the king," she said, "and if he regards me with favor and thinks it the right thing to do, and if he is pleased with me, let an order be written overruling the dispatches that Haman son of Hammedatha, the Agagite, devised and wrote to destroy the Jews in all the king's provinces.
- 6 For how can I bear to see disaster fall on my people? How can I bear to see the destruction of my family?"
- 7 King Xerxes replied to Queen Esther and to Mordecai the Jew, "Because Haman attacked the Jews, I have given his estate to Esther, and they have hanged him on the gallows.
- 8 Now write another decree in the king's name in behalf of the Jews as seems best to you, and seal it with the king's signet ring — for no document written in the king's name and sealed with his ring can be revoked."

Restorative- can intuitively see a problem or potential problem and acts to resolve it
Luke 5:29-32

- 29 Then Levi held a great banquet for Jesus at his house, and a large crowd of tax collectors and others were eating with them.
- 30 But the Pharisees and the teachers of the law who belonged to their sect complained to his disciples, "Why do you eat and drink with tax collectors and 'sinners'?"
- 31 Jesus answered them, "It is not the healthy who need a doctor, but the sick.
- 32 I have not come to call the righteous, but sinners to repentance."

Galatians 6:1

- 1 Brothers, if someone is caught in a sin, you who are spiritual should restore him gently. But watch yourself, or you also may be tempted.

Psalms 23:1-3

- 1 The LORD is my shepherd; I shall not be in want.
- 2 He makes me lie down in green pastures; he leads me beside quiet waters,
- 3 he restores my soul. He guides me in paths of righteousness for his name's sake.

Philemon 15-18

15 Perhaps the reason he was separated from you for a little while was that you might have him back for good—

16 no longer as a slave, but better than a slave, as a dear brother. He is very dear to me but even dearer to you, both as a man and as a brother in the Lord.

17 So if you consider me a partner, welcome him as you would welcome me.

18 If he has done you any wrong or owes you anything, charge it to me.

Self-Assurance- confident in their life's direction

2 Timothy 1:12

12 That is why I am suffering as I am. Yet I am not ashamed, because I know whom I have believed, and am convinced that he is able to guard what I have entrusted to him for that day.

Genesis 37:9-11

9 Then he had another dream, and he told it to his brothers. "Listen," he said, "I had another dream, and this time the sun and moon and eleven stars were bowing down to me."

10 When he told his father as well as his brothers, his father rebuked him and said, "What is this dream you had? Will your mother and I and your brothers actually come and bow down to the ground before you?"

11 His brothers were jealous of him, but his father kept the matter in mind.

Esther 5:1-2

1 On the third day Esther put on her royal robes and stood in the inner court of the palace, in front of the king's hall. The king was sitting on his royal throne in the hall, facing the entrance.

2 When he saw Queen Esther standing in the court, he was pleased with her and held out to her the gold scepter that was in his hand. So Esther approached and touched the tip of the scepter.

Galatians 2:20

20 I have been crucified with Christ and I no longer live, but Christ lives in me. The life I live in the body, I live by faith in the Son of God, who loved me and gave himself for me.

Significance- independent and passionate about what they do; seeks recognition

Matthew 5:14-16

14 "You are the light of the world. A city on a hill cannot be hidden.

15 Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house.

16 In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven."

1 Corinthians 4:15-16

15 Even though you have ten thousand guardians in Christ, you do not have many fathers, for in Christ Jesus I became your father through the gospel.

16 Therefore I urge you to imitate me.

Joshua 24:14-15

14 "Now fear the LORD and serve him with all faithfulness. Throw away the gods your forefathers worshiped beyond the River and in Egypt, and serve the LORD.

15 But if serving the LORD seems undesirable to you, then choose for yourselves this day whom you will serve, whether the gods your forefathers served beyond the River, or the gods of the Amorites, in whose land you are living. But as for me and my household, we will serve the LORD."

2 Samuel 23:8-12

8 These are the names of David's mighty men : Josheb-Basshebeth, a Tahkemonite, was chief of the Three; he raised his spear against eight hundred men, whom he killed in one encounter.

9 Next to him was Eleazar son of Dodai the Ahohite. As one of the three mighty men, he was with David when they taunted the Philistines gathered for battle. Then the men of Israel retreated,

10 but he stood his ground and struck down the Philistines till his hand grew tired and froze to the sword. The LORD brought about a great victory that day. The troops returned to Eleazar, but only to strip the dead.

11 Next to him was Shammah son of Agee the Hararite. When the Philistines banded together at a place where there was a field full of lentils, Israel's troops fled from them.

12 But Shammah took his stand in the middle of the field. He defended it and struck the Philistines down, and the LORD brought about a great victory.

Strategic- deduces patterns and issues and determines the best course of action

Mark 2:2-4

2 So many gathered that there was no room left, not even outside the door, and he preached the word to them.

3 Some men came, bringing to him a paralytic, carried by four of them.

4 Since they could not get him to Jesus because of the crowd, they made an opening in the roof above Jesus and, after digging through it, lowered the mat the paralyzed man was lying on.

Psalms 25:4-5

4 Show me your ways, O LORD, teach me your paths;

5 guide me in your truth and teach me, for you are God my Savior, and my hope is in you all day long.

Nehemiah 4:16-20

16 The officers posted themselves behind all the people of Judah

17 who were building the wall. Those who carried materials did their work with one hand and held a weapon in the other,

18 and each of the builders wore his sword at his side as he worked. But the man who sounded the trumpet stayed with me.

19 Then I said to the nobles, the officials and the rest of the people, "The work is extensive and spread out, and we are widely separated from each other along the wall.

20 Wherever you hear the sound of the trumpet, join us there. Our God will fight for us!"

Judges 3:16-23

16 Now Ehud had made a double-edged sword about a foot and a half long, which he strapped to his right thigh under his clothing.

17 He presented the tribute to Eglon king of Moab, who was a very fat man.

18 After Ehud had presented the tribute, he sent on their way the men who had carried it.

19 At the idols near Gilgal he himself turned back and said, "I have a secret message for you, O king." The king said, "Quiet!" And all his attendants left him.

20 Ehud then approached him while he was sitting alone in the upper room of his summer palace and said, "I have a message from God for you." As the king rose from his seat,

21 Ehud reached with his left hand, drew the sword from his right thigh and plunged it into the king's belly.

22 Even the handle sank in after the blade, which came out his back. Ehud did not pull the sword out, and the fat closed in over it.

23 Then Ehud went out to the porch; he shut the doors of the upper room behind him and locked them.

Woo- wins others over

1 Kings 17:9-14

9 "Go at once to Zarephath of Sidon and stay there. I have commanded a widow in that place to supply you with food."

10 So he went to Zarephath. When he came to the town gate, a widow was there gathering sticks. He called to her and asked, "Would you bring me a little water in a jar so I may have a drink?"

11 As she was going to get it, he called, "And bring me, please, a piece of bread."

12 "As surely as the LORD you God lives," she replied, "I don't have any bread—only a handful of flour in a jar and a little oil in a jug. I am gathering a few sticks to take home and make a meal for myself and my son, that we may eat it—and die."

13 Elijah said to her, "Don't be afraid. Go home and do as you have said. But first make a small cake of bread for me from what you have and bring it to me, and then make something for yourself and your son.

14 For this is what the LORD, the God of Israel, says: 'The jar of flour will not be used up and the jug of oil will not run dry until the day the LORD gives rain on the land.'"

Hebrews 13:2

2 Do not forget to entertain strangers, for by so doing some people have entertained angels without knowing it.

Matthew 9:36-38

36 When he saw the crowds, he had compassion on them, because they were harassed and helpless, like sheep without a shepherd.

37 Then he said to his disciples, "The harvest is plentiful but the workers are few.

38 Ask the Lord of the harvest, therefore, to send out workers into his harvest field."

Colossians 4:5

5 Be wise in the way you act toward outsiders; make the most of every opportunity.

APPENDIX F

STRENGTHFINDERS BEATITUDES WORKSHEET

Matthew 5:1-14

1 Now when he saw the crowds, he went up on a mountainside and sat down. His disciples came to him, 2 and he began to teach them, saying: 3 "Blessed are the poor in spirit, for theirs is the kingdom of heaven. 4 Blessed are those who mourn, for they will be comforted. 5 Blessed are the meek, for they will inherit the earth. 6 Blessed are those who hunger and thirst for righteousness, for they will be filled. 7 Blessed are the merciful, for they will be shown mercy. 8 Blessed are the pure in heart, for they will see God. 9 Blessed are the peacemakers, for they will be called sons of God. 10 Blessed are those who are persecuted because of righteousness, for theirs is the kingdom of heaven. 11 "Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me. 12 Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you.

BEATITUDES	STRENGTH(S)	BLESSING(S)
the poor in spirit	_____	for theirs is the kingdom of heaven
those who mourn	_____	for they will be comforted
the meek	_____	for they will inherit the earth
who hunger and thirst for righteousness	_____	for they will be filled
the merciful	_____	for they will be shown mercy
the pure in heart	_____	for they will see God
the peacemakers	_____	for they will be called sons of God
who are persecuted because of righteousness	_____	for theirs is the kingdom of heaven
when people insult you, persecute you and falsely say all kinds of evil against you because of me	_____	great is your reward in heaven for in the same way they persecuted the prophets who were before you

13 "You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled by men. 14 "You are the light of the world. A city on a hill cannot be hidden. 15 Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. 16 In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.

STRENGTHFINDERS BEATITUDES ANSWER SHEET

Matthew 5:1-14

1 Now when he saw the crowds, he went up on a mountainside and sat down. His disciples came to him, 2 and he began to teach them, saying: 3 "Blessed are the poor in spirit, for theirs is the kingdom of heaven. 4 Blessed are those who mourn, for they will be comforted. 5 Blessed are the meek, for they will inherit the earth. 6 Blessed are those who hunger and thirst for righteousness, for they will be filled. 7 Blessed are the merciful, for they will be shown mercy. 8 Blessed are the pure in heart, for they will see God. 9 Blessed are the peacemakers, for they will be called sons of God. 10 Blessed are those who are persecuted because of righteousness, for theirs is the kingdom of heaven. 11 "Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me. 12 Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you.

BEATITUDES	STRENGTH(S)	BLESSING(S)
the poor in spirit	Belief, Connectedness	for theirs is the kingdom of heaven
those who mourn	Empathy, Relater	for they will be comforted
the meek	Empathy, Adaptability Command	for they will inherit the earth
who hunger and thirst for righteousness	Learner, Input, Discipline, Achiever, Activator, Arranger, Maximizer, Intellection	for they will be filled
the merciful	Positivity, Developer, Includer, Consistency	for they will be shown mercy
the pure in heart	Discipline, Focus, Analytical	for they will see God
the peacemakers	Individualization, Restorative, Empathy, Harmony, Woo, Communication, Includer,	for they will be called sons of God
who are persecuted because of righteousness	Responsibility	for theirs is the kingdom of heaven
when people insult you, persecute you and falsely say all kinds of evil against you because of me	Belief, Self Assurance Significance, Deliberative, Context, Adaptability	great is your reward in heaven for in the same way they persecuted the prophets who were before you

13 "You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled by men. 14 "You are the light of the world. A city on a hill cannot be hidden. 15 Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. 16 In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.

APPENDIX G

STRENGTHFINDERS JOHN THE BAPTIST WORKSHEET

JOHN THE BAPTIST

Books of Matthew, Mark, Luke

John the Baptist was a prophet who was a cousin of Jesus that prepared the way for Jesus' ministry.

Look up the following scriptures. Write a brief description of what the scripture is talking about. Then write a strength(s) that would describe this character's action based on the scripture listed:

SCRIPTURE	DESCRIPTION OF PASSAGE	STRENGTHS
Matthew 3:1-13	_____	
Matthew 11:7-18	_____	
Mark 1:1-8	_____	
Luke 1:11-24	_____	
Luke 3:7	_____	

STRENGTH FINDERS JOHN THE BAPTIST ANSWER SHEET

JOHN THE BAPTIST

Books of Matthew, Mark, Luke

John the Baptist was a prophet who was a cousin of Jesus that prepared the way for Jesus' ministry.

Look up the following scriptures. Write a brief description of what the scripture is talking about. Then write a strength(s) that would describe this character's action based on the scripture listed:

SCRIPTURE	DESCRIPTION OF PASSAGE	STRENGTHS
Matthew 3:1-13	Repent for the kingdom is near/lived in wilderness	Activator, Communication
Matthew 11:7-18	I will send a messenger before you	Communication
Mark 1:1-8	People went out to him	Communication, belief
Luke 1:11-24	Gabriel tells of John's birth, Elijah	Restorative, Context
Luke 3:7	Brood of vipers	Consistency

APPENDIX H**STRENGTHFINDERS DANIEL WORKSHEET****DANIEL**
Book of Daniel

Daniel was a prophet who was taken by Nebuchadnezzar to serve in his court.

Look up the following scriptures. Write a brief description of what the scripture is talking about. Then write strength(s) that would describe this character's action based on the scripture listed:

SCRIPTURE**DESCRIPTION OF PASSAGE****STRENGTHS****Daniel 1:6-21**

Daniel 2:17-24

Daniel 2:24-49

STRENGTHFINDERS DANIEL ANSWER SHEET

DANIEL

Book of Daniel

Daniel was a prophet who was taken by Nebuchadnezzar to serve in his court.

Look up the following scriptures. Write a brief description of what the scripture is talking about. Then write a strength(s) that would describe this character's action based on the scripture listed:

SCRIPTURE	DESCRIPTION OF PASSAGE	STRENGTHS
Daniel 1:6-21	Wouldn't change foods, all knowledge & wisdom	Belief, Learner, Input
Daniel 2:17-24	Daniel stops execution of his companions/all wise men	Connectedness, Belief
Daniel 2:24-49	Communicated eloquently, in charge of all wise men	Communication, Restorative

APPENDIX I**STRENGTHFINDERS RUTH WORKSHEET****RUTH****Book of Ruth**

Ruth refuses to go back to Moab. She wanted to stay with Naomi. Ruth 1:15-18

Look up the following scriptures. Write a brief description of what the scripture is talking about. Then write a strength(s) that would describe this character's action based on the scripture listed:

SCRIPTURE	DESCRIPTION OF PASSAGE	STRENGTHS
Ruth 2:4-8	<hr/>	
Ruth 2:10-13	<hr/>	
Ruth 3:6-13	<hr/>	
Ruth 4:13-17	<hr/>	

STRENGTHFINDERS RUTH ANSWER SHEET

RUTH

Book of Ruth

Ruth refuses to go back to Moab. She wanted to stay with Naomi. Ruth 1:15-18

Look up the following scriptures. Write a brief description of what the scripture is talking about. Then write a strength(s) that would describe this character's action based on the scripture listed:

SCRIPTURE	DESCRIPTION OF PASSAGE	STRENGTHS
Ruth 2:4-8	Working without rest	Achiever, Maximizer
Ruth 2:10-13	Things she's done for Naomi	Responsibility, Empathy
Ruth 3:6-13	Action of nearest kin	Belief, Adaptability
Ruth 4:13-17	Marries & provides for Naomi	Belief, Responsibility

APPENDIX J

STRENGTHFINDERS ELISHA WORKSHEET

ELISHA
Book of II KINGS

Elisha was a prophet who saw his teacher, Elijah carried away to heaven in chariot of fire.

Look up the following scriptures. Write a brief description of what the scripture is talking about. Then write a strength(s) that would describe this character's action based on the scripture listed:

SCRIPTURE	DESCRIPTION OF PASSAGE	STRENGTHS
II Kings 2:1-5	_____	
II Kings 2:9-12	_____	
II Kings 3:14-20, 4:1-7	_____	
II Kings 4:27-36	_____	
II Kings 5:8-14	_____	

STRENGTH FINDERS ELISHA ANSWER SHEET

ELISHA

Book of II KINGS

Elisha was a prophet who saw his teacher, Elijah carried away to heaven in chariot of fire.

Look up the following scriptures. Write a brief description of what the scripture is talking about. Then write strength(s) that would describe this character's action based on the scripture listed:

SCRIPTURE	DESCRIPTION OF PASSAGE	STRENGTHS
II Kings 2:1-5	I will not leave you	Responsibility
II Kings 2:9-12	Double portion	Belief
II Kings 3:14-20, 4:1-7	To bring rain	Futuristic
II Kings 4:27-36	Healing Shunanite's Son	Restorative
II Kings 5:8-14	Reason to dip 7 times in Jordan	Connectedness, Discipline

APPENDIX K

STRENGTH FINDERS OUTLINE OF 5 LESSON PLANS

MONDAY THEME: DEFINE 34 STRENGTHS

- PLAY **AWAKEN ON U TUBE** by Natalie Grant, PASS OUT **AWAKEN LYRICS**
- PASS OUT **STRENGTH FOLDERS & PENS**
- HAVE STUDENTS CIRCLE THEIR TOP 5 STRENGTHS AS EACH STRENGTH IS DEFINED
- HAVE EACH STUDENT WRITE TOP 5 WITH THEIR VERSION OF THE DEFINITION ON **LABEL** AND PLACE IT ON THEIR FOLDER
- HAVE EACH STUDENT WRITE NAME AND 5 STRENGTHS ON **NAME TAG**
- **MATTHEW 25:14-30 (USE QUARTERS—34 AND 1, 2, 3 POST CARDS HIDDEN UNDER 3 RANDOM CHAIRS)**
- HAVE EACH STUDENT STAND AND LINK ARMS WITH ONE PERSON THAT HAS ONE OF HIS/HER STRENGTHS
- WRITE ON **DRY BOARD** STATISTICS OF HOW MANY PEOPLE IN THE WORLD HAVE SAME TOP 5, SAME TOP 10
- PLAY **TOOTSIE POP YOU TUBE**
- PASS OUT **TOOTSIE POPS**
- GATHER UP FOLDERS

OTHER SUPPLIES: BIBLE, COMPUTER, DRY BOARD MARKERS/ERASER, PROJECTOR, CELL PHONE, MEMORY STICK, COMPUTER TETHER, COMPUTER SPEAKERS, TV TRAY

TUESDAY THEME: STRENGTH SCRIPTURES

- PASS OUT **FOLDERS AND PENS**
- HAVE EACH STUDENT WRITE NAME AND 5 STRENGTHS ON **NAME TAG**
- HAVE STUDENTS CIRCLE STRENGTH SCRIPTURES THAT MATCH THEIR TOP 5
- DIVIDE CLASS INTO 2 TEAMS FOR **JEOPARDY**
- PASS OUT **HEART MEDICINE BOTTLES**
- GATHER UP FOLDERS

OTHER SUPPLIES: BIBLE, COMPUTER, DRY BOARD WITH MARKERS/ERASER, PROJECTOR, CELL PHONE, MEMORY STICK, COMPUTER TETHER, TIMER, COINS,

WEDNESDAY THEME: BIBLE CHARACTER STRENGTHS

- PASS OUT **FOLDERS AND PENS**
- HAVE EACH STUDENT WRITE NAME AND 5 STRENGTHS ON **NAME TAG**
- PASS OUT **BIBLE CHARACTER WORKSHEET**
- DIVIDE CLASS INTO 2 TEAMS FOR **FAMILY FEUD/PICTIONARY**
- PASS OUT **HANDKERCHIEF BRACELETS**
- GATHER UP FOLDERS

OTHER SUPPLIES: BIBLE, COMPUTER, DRY BOARD WITH MARKERS/ERASER, PROJECTOR, CELL PHONE, MEMORY STICK, COMPUTER TETHER, 2 BELLS, TIMER

THURSDAY THEME: STRENGTHS USE AT CHURCH AND IN CAREER

- PASS OUT **FOLDERS AND PENS**
- HAVE EACH STUDENT WRITE NAME AND 5 STRENGTHS ON **NAME TAG**
- PASS OUT **CHURCH STRENGTHS W/ BEATITUDES (MATTHEW 5:1-11), EPHESIANS 4:11, I CORINTHIANS 12:7 BEATITUDE WORKSHEET, CHURCH WORK/JOB WORKSHEET**
- DIVIDE CLASS INTO TEAMS OF 3 FOR **GAME BOARD DESIGN**
- PASS OUT **BUBBLE GUM**
- GATHER UP FOLDERS

OTHER SUPPLIES: BIBLE, COMPUTER, DRY BOARD WITH MARKERS/ERASER, PROJECTOR, CELL PHONE, MEMORY STICK, COMPUTER TETHER, TIMER, WASHABLE MARKERS, POSTER BOARD, TACKS/TAPE, 3 HOLE PUNCH

FRIDAY THEME: SURVEY AND STRENGTHS VOLLEYBALL

- PASS OUT **FOLDERS AND PENS**
- WATCH **HE LIVES ON U TUBE** WHILE PASSING OUT **HE LIVES LYRICS**
- HAVE EACH STUDENT WRITE NAME AND 5 STRENGTHS ON **NAME TAG**
- COMPLETE **REFLECTIVE SURVEY**
- PLAY “HE IS” ON YOU TUBE
- PLAY **STRENGTHS VOLLEYBALL**
- PASS OUT **WATER GUNS**
- GIVE OUT **FOLDERS**

OTHER SUPPLIES: BIBLE, COMPUTER, DRY BOARD WITH MARKERS/ERASER, PROJECTOR, CELL PHONE, MEMORY STICK, COMPUTER TETHER, “HE LIVES”, COMPUTER SPEAKERS, TV TRAY

APPENDIX L

LESSON PLANS

IDENTIFICATION

INSTRUCTOR: Clay Bassham

UNIT TOPIC: Strengths Training

LESSON TITLE: IDENTIFY AND DEFINE 34 STRENGTHS

CLASS: Monday/Session 1 DATE BEST TAUGHT: 7/21/08

CLASS OBJECTIVE

- Each student will identify and define his/her top five strengths using the material given at 100%.

TEACHING MATERIALS AND RESOURCES (Other)

- BIBLE, HANDOUTS, STUDENT FOLDERS, PENS, COMPUTER, DRY BOARD MARKERS/ERASER, PROJECTOR, CELL PHONE, MEMORY STICK, COMPUTER TETHER, COMPUTER SPEAKERS, TV TRAY

TEACHING PROCEDURES---Preparation, Presentation, Application, Evaluation (ADDITIONAL MATERIALS LISTED IN BOLD PRINT)

- PLAY **AWAKEN ON YOU TUBE** by Natalie Grant, PASS OUT **AWAKEN LYRICS**
- PASS OUT **STRENGTH FOLDERS & PENS**
- HAVE STUDENTS CIRCLE HIS/HER TOP 5 STRENGTHS AS EACH STRENGTH IS DEFINED
- HAVE EACH STUDENT WRITE THEIR TOP 5 STRENGTHS WITH HIS/HER VERSION OF THE DEFINITION ON **NAME TAG** AND PLACE IT ON THEIR FOLDER
- HAVE EACH STUDENT WRITE NAME AND 5 STRENGTHS ON **NAME TAG** AND APPLY IT TO HIS/HER SHIRT
- **READ MATTHEW 25:14-30: PARABLE OF THE TALENTS:** PASS OUT **5 DIMITS TO EACH STUDENT** AND CORRELATE TALENTS TO DIMITS. DISCUSS HOW THE DIMITS/TALENTS CAN MULTIPLY IF USED. **HAVE NUMBERS 1, 2, 3 WRITTEN ON POST CARDS** AND HIDDEN UNDER 3 RANDOM CHAIRS. STUDENTS LOOK TO SEE IF THEY HAVE ONE OF THESE NUMBERS AND ARE GIVEN CORRESPONDING NUMBER OF DIMITS TO MATCH THE PARABLE.
- HAVE EACH STUDENT STAND AND LINK ARMS WITH ONE PERSON THAT HAS ONE OF HIS/HER STRENGTHS
- WRITE ON **DRY BOARD** STATISTICS OF HOW MANY PEOPLE IN THE WORLD HAVE SAME TOP 5 STRENGTHS, SAME TOP 10 STRENGTHS
- PLAY **TOOTSIE POP YOU TUBE**
- PASS OUT **TOOTSIE POPS**
- GATHER UP FOLDERS

<u>Preparation</u>	<u>Anticipated # of Minutes</u>
Key Points	Methods
PLAY AWAKEN ON YOU TUBE	Computer 1:30
PLAY TOOTSIE POP YOU TUBE	Computer 1:30
HAVE TOOTSIE-POPS TO HANDOUT	Pass Out 3:00
READ PARABLE OF THE TALENTS MATT 25:14-30	Reading 5:00
10.00 Dimes	

<u>Presentation (The Meat!)</u>	<u>Anticipated # of Minutes</u>
Key Points	Methods
Definitions for all 34 Strengths	Discussion/Lecture 25min
Ownership of Strengths	Use Dimes/Discuss 10min
Linking with others	Link Arms- 5min
Uniqueness of Strengths	Tootsie-ops/Discuss 10min
Summarize	Identify your top 5 strengths

<u>Application</u>	
Key Points: Each student will:	Methods
Identify and define his/her top five strengths and what they mean to them. Write/highlight them in his/her folder	Listed Observed

<u>Evaluation/Summary (How do you know they learned it?)</u>	<u>Anticipated # of Minutes</u>
Key Points	Methods
Strengths marked and listed on name tags and in/on folders	Highlighted and Marked Observed

REFERENCES:

Buckingham, M., & Clifton, D. O. (2001). Discover your strengths. *The Free Press*, 1-260.

IDENTIFICATION

INSTRUCTOR: Clay Bassham

UNIT TOPIC: Strengths Training

LESSON TITLE: SCRIPTURES ASSOCIATED TO 34 STRENGTHS

CLASS: Tuesday/Session 2

DATE BEST TAUGHT: 7/22/08

CLASS OBJECTIVE

- Each Student will identify at least 80% of the targeted Biblical Scriptures associated with the 34 strengths/themes (Living Your Strengths by Gallup) through multi-sensory means.

TEACHING MATERIALS AND RESOURCES (Other)

- BIBLE, COMPUTER, DRY BOARD WITH MARKERS/ERASER, PROJECTOR, CELL PHONE, MEMORY STICK, COMPUTER TETHER, TIMER

TEACHING PROCEDURES---Preparation, Presentation, Application, Evaluation (ADDITIONAL MATERIALS LISTED IN BOLD PRINT)

- PASS OUT **STRENGTHS FOLDERS** AND **PENS**
- HAVE EACH STUDENT WRITE HIS/HER FIRST NAME AND HIS/HER 5 STRENGTHS ON **NAME TAG** AND APPLY IT TO HIS/HER SHIRT
- HAVE STUDENTS CIRCLE **STRENGTH SCRIPTURES LISTED IN THEIR FOLDERS** THAT MATCH THEIR TOP 5
- DIVIDE CLASS INTO 2 TEAMS FOR **STRENGTHS JEOPARDY**
- PLAY STRENGTHS JEOPARDY UTILIZING THIS GAME DEVELOPED ON COMPUTER
- PASS OUT **HEART MEDICINE BOTTLES WITH STRENGTH SCRIPTURE ON IT** "A CHEERFUL HEART IS GOOD MEDICINE"
- GATHER UP FOLDERS

<i>Preparation</i>	<i>Anticipated # of Minutes</i>
Key Points	Methods
Handouts	2 hours
Medicine Bottles	2.5 hours

<i>Presentation</i>	<i>Anticipated # of Minutes</i>
Key Points	Methods
Setup Strengths Jeopardy and play	Strengths 20 min
Students associate their strengths/themes to scriptures listed in the Bible	Handouts of scriptures 30 min
“A cheerful heart is good medicine” medicine bottles	Pass out candy in bottles 3:00

<i>Application</i>	
Key Points: Each student will:	Method
Identify targeted biblical scriptures associated with his/her top five strengths/themes	Observed

<i>Evaluation/Summary (How do you know they learned it?)</i>	<i>Anticipated # of Minutes</i>
Key Points	Methods
Evaluate how much they know by how well they are able to answer Jeopardy questions	20 min

REFERENCES:

Wiseman, A., Clifton, D. & Liesveld, C. (2004). Living your strengths. *Gallup Press*. 1-246.

IDENTIFICATION

INSTRUCTOR: Clay Bassham

UNIT TOPIC: Strengths Training

LESSON TITLE: TOP FIVE STRENGTHS IN FAMOUS PEOPLE

CLASS: Wednesday/Session 3 DATE BEST TAUGHT: 7/23/08

CLASS OBJECTIVE

- Each student will be able to name at least one top five strength of each presented famous person at least 80% of the time.

TEACHING MATERIALS AND RESOURCES (Other)

- BIBLE, COMPUTER, DRY BOARD WITH MARKERS/ERASER, PROJECTOR, CELL PHONE, MEMORY STICK, COMPUTER TETHER, 2 BELLS, TIMER, FAMILY FEUD QUESTIONS, Pictionary QUESTIONS

TEACHING PROCEDURES---Preparation, Presentation, Application, Evaluation
(ADDITIONAL MATERIALS LISTED IN BOLD PRINT)

- PASS OUT **FOLDERS AND PENS**
- HAVE EACH STUDENT WRITE NAME AND HIS/HER TOP 5 STRENGTHS ON **NAME TAG** AND PLACE IT ON HIS/HER SHIRT
- PASS OUT **BIBLE PERSONALITY WORKSHEET**
- DIVIDE CLASS INTO 2 TEAMS FOR **FAMILY FEUD/PICTIONARY**
- PASS OUT **HANDKERCHIEF BRACELETS** (TO EMPHASIZE THE UNITY WE ALL HAVE IN DISCOVERING AND USING OUR STRENGTHS)
- GATHER UP FOLDERS

Preparation**Anticipated # of Minutes**

<u>Key Points</u>	<u>Methods</u>
Develop worksheet on famous characters	2 hours
Family Feud and Pictionary	1.5 hours

Presentation**Anticipated # of Minutes**

<u>Key Points</u>	<u>Methods</u>
Identify Biblical characters strengths from worksheet.	Worksheet 30 min
Play Family Feud and/or Pictionary	Game 20 min
Summarize	Discussion 10 min

Application**Anticipated # of Minutes**

<u>Key Points: Each student will:</u>	<u>Methods</u>
Identify strengths/themes in Biblical characters and in others	Observed

Evaluation/Summary (How do you know they learned it?)**Anticipated # of Minutes**

<u>Key Points</u>	<u>Methods</u>
Evaluate participation in the games Family Feud and/or Pictionary. Each student should be able to identify the Biblical characters and at least one of the top five strengths he/she possesses.	Observation

REFERENCES:

Wiseman, A., Clifton, D. & Liesveld, C. (2004). Living your strengths. *Gallup Press*. 1-246.

IDENTIFICATION

INSTRUCTOR: Clay Bassham

UNIT TOPIC: Strengths Training

LESSON TITLE: HOW TO USE YOUR TOP FIVE STRENGTHS AT
CHURCH AND JOB

CLASS: THURSDAY/Session 4 DATE BEST TAUGHT: 7/24/08

CLASS OBJECTIVE

- Each student will identify potential church and career opportunities that best match up with his/her top five strengths at least 80% of the time using worksheets provided

TEACHING MATERIALS AND RESOURCES (Other)

- BIBLE, COMPUTER, DRY BOARD WITH MARKERS/ERASER, PROJECTOR, CELL PHONE, MEMORY STICK, COMPUTER TETHER, COMPUTER SPEAKERS, TV TRAY, POSTERS, MARKERS, SCISSORS, TAPE, CONSTRUCTION PAPER, THREE HOLE PUNCH

TEACHING PROCEDURES---Preparation, Presentation, Application, Evaluation
(ADDITIONAL MATERIALS LISTED IN BOLD PRINT)

- PASS OUT **FOLDERS AND PENS**
- HAVE EACH STUDENT WRITE NAME AND TOP 5 STRENGTHS ON **NAME TAG** AND APPLY IT TO HIS/HER SHIRT
- PASS OUT **CHURCH STRENGTHS WITH BEATITUDES** (MATTHEW 5:1-11), **EPHESIANS 4:11**, **1 CORINTHIANS 12:7** **BEATITUDE WORKSHEET, CHURCH OPPORTUNITIES WORKSHEET, JOB/CAREER WORKSHEET**
- DIVIDE CLASS INTO TEAMS OF 3 FOR **GAME BOARD DESIGN**
- PASS OUT **BUBBLE GUM**
- GATHER UP FOLDERS

<i>Preparation</i>	<i>Anticipated # of Minutes</i>
Key Points	Methods
Identify Strengths in Beatitudes	Worksheet 30 min Game 20 min Discussion 10 min

<i>Presentation</i>	<i>Anticipated # of Minutes</i>
Key Points	Methods
Identify strengths/themes in Biblical characters and in others	Observed

<i>Application</i>	<i>Anticipated # of Minutes</i>
Key Points	Methods
Identify strengths/themes in Biblical passages	Observed

<i>Evaluation/Summary (How do you know they learned it?)</i>	<i>Anticipated # of Minutes</i>
Key Points	Methods
Evaluate participation in the games board design...using their strengths to develop game.	Observed

REFERENCES:

Wiseman, A., Clifton, D. & Liesveld, C. (2004). Living your strengths. *Gallup Press*. 1-246.

IDENTIFICATION

INSTRUCTOR: Clay Bassham

UNIT TOPIC: Strengths Training

LESSON TITLE: WHAT DID YOU LEARN?

CLASS: FRIDAY/Session 5

DATE BEST TAUGHT: 7/25/08

CLASS OBJECTIVE

Each student will comment on what they learned from the Strengths Training Class in respects to identifying:

- His/her personal top five strengths
- The potential top two or more strengths in others
- The best matched career path given his/her top five strengths
- A desire to know more about applying his/her top five strengths to life applications

TEACHING MATERIALS AND RESOURCES (Other)

- BIBLE, COMPUTER, DRY BOARD WITH MARKERS/ERASER, PROJECTOR, CELL PHONE, MEMORY STICK, COMPUTER TETHER, “HE LIVES”, COMPUTER SPEAKERS, TV TRAY, POST- SELF REFLECTIVE SURVEYS, VOLLEYBALL NET

TEACHING PROCEDURES---Preparation, Presentation, Application, Evaluation
(ADDITIONAL MATERIALS LISTED IN BOLD PRINT)

- PASS OUT **FOLDERS AND PENS**
- PLAY “**HE IS**” ON YOU TUBE by Aaron Jeoffrey. PASS OUT “**HE IS**” **LYRICS**
- HAVE EACH STUDENT WRITE NAME AND TOP 5 STRENGTHS ON **NAME TAG** AND APPLY IT TO HIS/HER SHIRT
- COMPLETE **POST- SELF-REFLECTIVE SURVEY**
- PLAY STRENGTHS **VOLLEYBALL**
- PASS OUT **WATER GUNS**
- GIVE OUT **FOLDERS**

<i>Presentation</i>	<i>Anticipated # of Minutes</i>
Key Points	Methods
“HE IS”	Computer YOU Tube 4:00 30 min Discussion
Respond to questions about class Strengths Volleyball- In case of inclement weather, perform ball pass drill/exercise utilizing the students’ top five strengths	20 min
Summary of class including completing Post- Self-Reflective Survey	

<i>Application</i>	<i>Anticipated # of Minutes</i>
Key Points	Methods
Will you take Strengths with you?	

Evaluation/Summary (How do you know they learned it?)	Anticipated # of Minutes
Key Points	Methods
Post- Self-Reflective Survey	<u>Worksheet</u>

REFERENCES:

Wiseman, A., Clifton, D. & Liesveld, C. (2004). Living your strengths. *Gallup Press*. 1-246.

APPENDIX M

STRENGTHFINDERS FAMILY FEUD

The participants will be divided into two teams. A member from each team will take turns facing off with an opponent from the other team. They will place their hands behind their backs while listening to the description and the possible top 5 strengths of a famous Bible character. If they think they know the answer, they will ring the bell AFTER the complete description is read and shout out the answer. If correct they will score a point for their team. The next two players will then have a turn until all players have played.

This famous disciple was known as the “Son of Encouragement.” He and Paul went to the Jews to try to convince them that Jesus was the Christ. He and Paul disagreed about John Mark. His possible top five strengths are POSITIVITY, WOO, DEVELOPER, ACTIVATOR, INCLUDER
BARNABUS

This famous apostle was known for his impatience and his willingness to “jump right in.” He tended to speak before thinking. His possible top five strengths are FOCUS, SELF-ASSURANCE, RELATOR, SIGNIFICANCE, INPUT
PETER

This famous king was the first king of Israel. As he grew old, he became suspicious of others and tried to kill David. His possible top five strengths are COMMANDER, SELF-ASSURANCE, ANALYTICAL, CONTEXT, STRATEGIC
KING SAUL

This woman was a follower of Christ and went to his tomb to wrap the body in spices, only to be told by the angel that He had risen. She washed Christ’s feet with her tears. Her possible top five strengths are BELIEF, LEARNER, EMPATHY, HARMONY, INCLUDER
MARY

This woman was the grandmother of the apostle Timothy. She was known for her work with the early church. Paul mentions her in his letter to Timothy. Her possible top five strengths are DEVELOPER, MAXIMIZER, POSITIVITY, WOO, CONSISTENCY
LOIS

We do not know this woman’s name. She met Jesus while doing one of her daily chores. Her possible top five strengths are INPUT, LEARNER, ACTIVATOR, BELIEF, COMMUNICATION
SAMARITAN WOMAN AT THE WELL

This man is not known by his name, as we are not told. He is known for his kindness to strangers. His possible top five strengths are CONSISTENCY, HARMONY, INCLUDER, STRATEGIC, DEVELOPER **THE GOOD SAMARITAN**

This man is known for his faith. And God blessed him with the promise that his descendants would number the grains of sand at the shore and the stars in the sky. His possible top five strengths are IDEATION, BELIEF, DISCIPLINE, DELIBERATIVE, ACHIEVER **ABRAHAM**

This man grew up in a large family. He became wealthy and powerful and helped his family even though they did him wrong. His possible top five strengths are FUTURISTIC, INDIVIDUALIZATION, STRATEGIC, ARRANGER, DELIBERATIVE **JACOB**

This man was tested by Satan and was able to withstand the death of his wife and children, poverty and illness and rose above it all and was blessed by God. His possible top five strengths are BELIEF, DELIBERATIVE, COMMUNICATION, RESPONSIBILITY, ACHIEVER **JOB**

This was a righteous man who stepped out on faith and “walked with God.” He and his family were saved from the destruction of the world by building the Ark. His possible top five strengths are BELIEF, FOCUS, ACTIVATOR, ARRANGER, ACHIEVER **NOAH**

APPENDIX N

STRENGTHFINDERS Pictionary BIBLE CHARACTERS

Each team will take turns coming to the dry board to draw pictures of things known about the famous Bible character written on the note card without talking. Once members of the team guess who the character is, they will have 5 minutes to list the five strengths (and defend each strength) only known to the game hosts.

DAVID

COMMANDER
STRATEGIC
BELIEF
COMPETITION
MAXIMIZER

PAUL

CONTEXT
FOCUS
INTELLECTION
SELF ASSURANCE
DISCIPLINE

MARY, MOTHER OF JESUS

ADAPTABILITY
BELIEF
EMPATHY
HARMONY
INCLUDER

MARTHA

ARRANGER
ACHIEVER
FOCUS
RELATOR
COMMAND

QUEEN ESTHER

RESPONSIBILITY
DELIBERATIVE
ANALYTICAL
RELATOR
RESTORATIVE

KING SOLOMON

INPUT
INTELLECTION
LEARNER
SELF ASSURANCE
SIGNIFICANCE

APPENDIX O

STRENGTHFINDERS BEATITUDES

Matthew 5

1 Now when he saw the crowds, he went up on a mountainside and sat down. His disciples came to him, 2 and he began to teach them, saying:

3 "Blessed are **the poor in spirit**,
for theirs is the kingdom of heaven.

4 Blessed are **those who mourn**,
for they will be comforted.

5 Blessed are **the meek**,
for they will inherit the earth.

6 Blessed are those **who hunger and thirst for righteousness**,
for they will be filled.

7 Blessed are **the merciful**,
for they will be shown mercy.

8 Blessed are **the pure in heart**,
for they will see God.

9 Blessed are **the peacemakers**,
for they will be called sons of God.

10 Blessed are those **who are persecuted because of righteousness**,
for theirs is the kingdom of heaven.

11 "Blessed are you **when people insult you, persecute you and falsely say all kinds of evil against you because of me**. 12 Rejoice and be glad, because great is your reward in heaven, for in the same way, they persecuted the prophets who were before you.

13 "You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled by men.

14 "You are the light of the world. A city on a hill cannot be hidden. 15 Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. 16 In the same way, let your light shine before men, that they may see your good deeds and praise your Father in heaven.

APPENDIX P

STRENGTHFINDERS: CHURCH WORK OPPORTUNITIES

CHURCH WORK OPPORTUNITIES	WHAT STRENGTHS MIGHT BE A GOOD MATCH?
Evangelists	<hr/>
Pastors	<hr/>
Teachers	<hr/>
Ministers	<hr/>
Deacons	<hr/>
Visiting the Sick, Visitors, Shut-ins	<hr/>
Greeters	<hr/>
Bulletin Board Updating	<hr/>
Cooking	<hr/>
Preparing Class Materials	<hr/>
Doing Weekly Bulletins	<hr/>
Leading Devotionals	<hr/>
Designing Church Budget/Paying Bills	<hr/>
Organizing Rallies, Get-Togethers	<hr/>
Working in the Nursery	<hr/>
Leading Prayers	<hr/>
Serving on the Lord's Table	<hr/>
Studying With a Friend one on one	<hr/>
Repairing/Cleaning the Church Building	<hr/>

APPENDIX Q**STRENGTHFINDERS: CAREER INTERESTS**

What subject area(s) interest you the most? What strength(s) might be a good match?

Business & Management_____

Criminal Justice and Security_____

Culinary, Hospitality, Travel, Tourism_____

Education & Teaching_____

IT & Computer Science_____

Legal & Paralegal_____

Liberal Arts & Communications_____

Lifelong Learning_____

Master of Business Administration (MBA)_____

Medical, Nursing, & Allied Health_____

Psychology & Human Services_____

Religion_____

Science, Math, & Engineering_____

Trades & Vocational Training_____

Visual & Performance Arts_____

Web Design & Development_____

APPENDIX R

**“HE WHO GAVE SOME...”
Ephesians 4:1-16**

4:1 As a prisoner for the Lord, then, I urge you to live a life worthy of the calling you have received. 2 Be completely humble and gentle; be patient, bearing with one another in love. 3 Make every effort to keep the unity of the Spirit through the bond of peace. 4 There is one body and one Spirit— just as you were called to one hope when you were called— 5 one Lord, one faith, one baptism; 6 one God and Father of all, who is over all and through all and in all.

7 But to each one of us grace has been given as Christ apportioned it. 8 This is why it says:

"When he ascended on high, he led captives in his train and gave gifts to men."

9 (What does "he ascended" mean except that he also descended to the lower, earthly regions? 10 He who descended is the very one who ascended higher than all the heavens, in order to fill the whole universe.) **11 It was he who gave some to be apostles, some to be prophets, some to be evangelists, and some to be pastors and teachers, 12 to prepare God's people for works of service, so that the body of Christ may be built up 13 until we all reach unity in the faith and in the knowledge of the Son of God and become mature, attaining to the whole measure of the fullness of Christ.**

14 Then we will no longer be infants, tossed back and forth by the waves, and blown here and there by every wind of teaching and by the cunning and craftiness of men in their deceitful scheming. 15 Instead, speaking the truth in love, we will in all things grow up into him who is the Head, that is, Christ. 16 From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work.

APPENDIX S

**“THERE ARE DIFFERENT KINDS OF GIFTS...”
I CORINTHIANS 12:4-6**

4 There are different kinds of **gifts**, but the same Spirit. 5 There are different kinds of **service**, but the same Lord. 6 There are different kinds of **working**, but the same God works all of them in all men. 7 Now to each one the manifestation of the Spirit is given for the common good.

APPENDIX T

VARIABLES FOR PRE- AND POST- SELF-REFLECTIVE SURVEYS

Factor Groupings and Items

Variable 1- (10 items) Self-Confidence:

- Q01 I am a very confident person
- Q06 I am confident that I will rise to the top of my profession
- Q38 I understand myself
- Q40 I am proud of who I am
- Q41 I am confident of my ability to build friendships
- Q50 I am an academically confident person
- Q42 I have sound mental health
- Q53 I value who I am as a person
- Q55 I have peace of mind
- Q52 I am accepting of myself

Variable 2- (6 items) Sense of Direction:

- Q33 I am clear about my life goals
- Q35 I know where I can excel
- Q36 I am confident about the future
- Q38 I understand myself
- Q54 I am completely satisfied with my life
- Q06 I am confident that I will rise to the top of my profession

Variable 3- (9 items) Desire to Develop the Strengths of Themselves and Others:

- Q19 I affirm my friends' strengths every time I see them
- Q22 I feel my strengths are the gifts I am given to develop
- Q28 I relate to people better when I focus on their strengths
- Q29 I am more alive when I play to my strengths
- Q30 My room for greatest growth is in the area of strength
- Q31 I want to plan my career around my strengths
- Q32 I want to develop my strengths and manage around my weaknesses
- Q34 I know what I can do at excellence
- Q48 I am planning my future around my strengths

Variable 4- (5 items) Wanting to Learn More About Their Strengths:

- Q04 I have a clear awareness of my personal strengths
- Q14 Reflecting on my strengths helps me be in control of my life
- Q15 Understanding my strengths helps me do what I do best every day
- Q16 Understanding my strengths helps me be realistic about my expectations for the future
- Q17 I can name my top five strengths

VITA

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